

Annual Standards of Education in Hillingdon Report 2024/25



HILLINGDON
LONDON

www.hillingdon.gov.uk

Contents

	Page Number
Acronyms Used in Report	3
Executive Summary	4
Hillingdon Education Overview	6
Priority 1: Every Young Person Benefits from a High Quality, Inclusive Education in a Good School or Setting	7
Priority 2: Preparation for Adulthood	13
Priority 3: Educational Outcomes	34

Acronyms Used in Report

AfA	Achievement for All Young People in Hillingdon programme
AP	Alternative Provision
CI	Critical Incident
CME	Children Missing Education
CYP	Children or Young Person
DfE	Department for Education
DU	Designated Unit
ESBA	Emotional Based School Avoidance
EBSNA	Emotional Based School Non-Attendance
EET	Education, Employment or Training
EHCP	Education Health Care Plan
EHCNA	Education Health Care Needs Assessment
EHE	Elective Home Education
EHN	Early Health Notification
ELSA	Emotional Literacy Support Assistant
EPS	Education Psychology Service
ESF	Early Support Funding
ESOL	English for Speakers of Other Languages
EYs	Early Years
EYFS	Early Years Foundation Stage
EYQIT	Early Years Quality Improvement Team
FAP	Fair Access Panel
FSM	Free School Meals
GLD	Good Level of Development
HLP	Hillingdon Learning Partnership
IC	Inclusion Commitment
IYFAP	In Year Fair Access Panel
LAIT	Local Authority Interactive Tool
LAC	Looked After Child
MAT	Multi Academy Trust
MSP	My Support Plan
NASEN	National Association for Special Educational Needs
NEET	Not in Employment, Education or Training
OAP	Ordinarily Available Provision
PAN	Pupil Admission Numbers
PEP	Personal Education Plan
PVI	Private, Voluntary, or Independent
RI	Requires Improvement
SAO	School Attendance Order
SARR	Schools At Risk Register
SAS	SEND Advisory Service
SCERTS	Social, Communication, Emotional Regulation, Transitional Support
SEF	Self-Evaluation Framework
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disabilities
SENDIASS	Special Educational Needs Disabilities Information Advice & Support Service
SN	Statistical Neighbours
SRP	Specialist Resource Unit
SSP	School Place Planning
UASC	Unaccompanied Asylum-Seeking Children
UTC	University Technical College
VLC	Vulnerable Learners Clinics

Executive Summary

The Annual Standards of Education in Hillingdon Report for 2024-25 provides an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults.

The Education Priorities for the next five years have been identified as:

Priority 1:

Every Hillingdon child and young person benefits from high quality, supportive and inclusive learning in a good school or setting.

Priority 2:

Preparation for Adulthood: Supporting all our children and young people to reach their potential, understand their options, promoting independence and be ready for their future.

Priority 3:

Addressing the issues of the decade: Schools, settings and key partners collaborate to address the key issues that put some children & young people at risk of educational underachievement.

Currently these are:

- Closing the achievement gap for disadvantaged children and young people
- Closing the achievement gap for White British & Black Caribbean heritage students and other disadvantaged cohorts
- Improving outcomes at Key Stage 5
- Improving inclusion by improving attendance
- Addressing Emotionally Based School Non-Attendance (EBSNA)
- Reducing suspensions and exclusions

Priority 1 – Every Young Person Benefits from a High Quality, Inclusive Education in a Good School or Setting

- The quality of our Private, Voluntary and Independent nursery settings remains strong: 97.5% are good or better and only 2% require improvement.
- 93% of our schools are good or better. 7% are on the Council's 'at risk' register, a reduction of 1 from the previous year.
- Levels of inclusion are improving term on term in Hillingdon mainstream schools.

Priority 2 – Preparation for Adulthood

- Hillingdon remained the top ranked London local authority on Primary National Offer Day, with 91.51% of children being awarded their first-choice primary school place.
- On Secondary National Offer Day, every Hillingdon child was offered a school place.

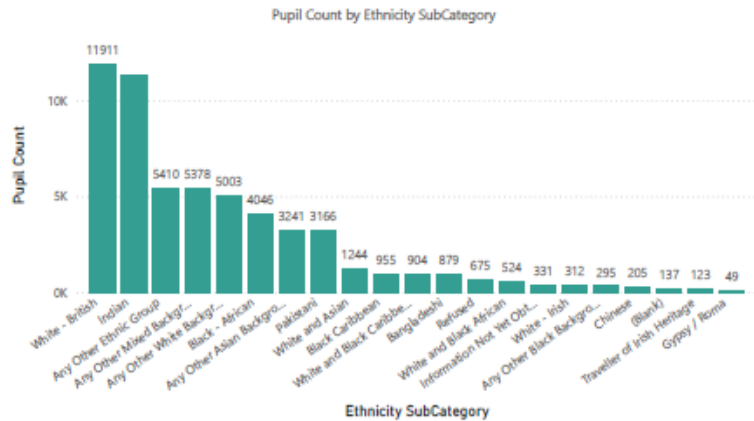
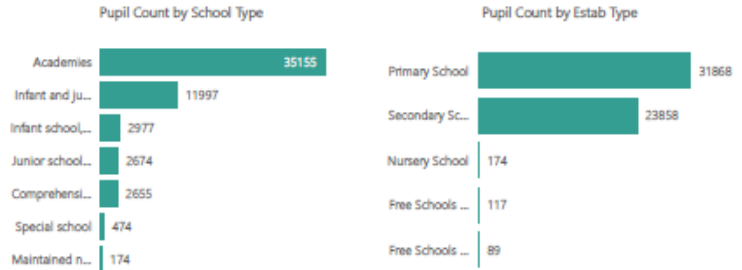
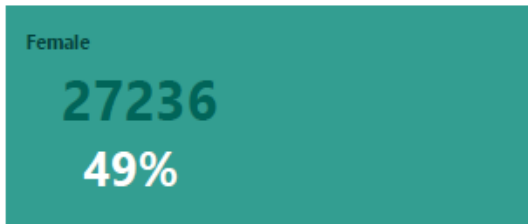
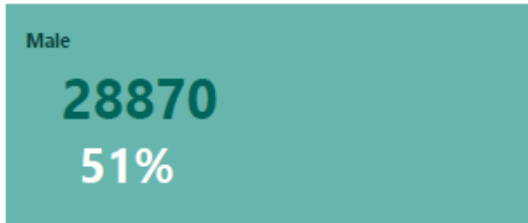
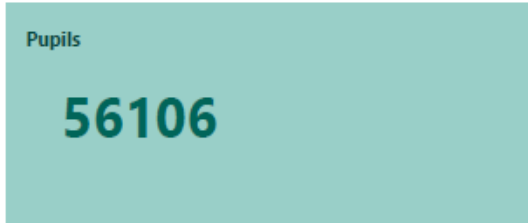
- The number of young people with an Education, Health and Care Plan (EHCP) who were also Not in Education, Employment or Training (NEET) decreased by 3% from the previous academic year.
- There was a 13% increase in the uptake of Supported Internships - 16% of the post 16 phase transfer cohort for September 2025 were in supported internships compared to 3% in the previous academic year.
- More young people with EHCPs remain in the Hillingdon community - 87.9% of post 16 phase transfer cohort was placed in-borough compared to 21.6% in the previous academic year.
- School attendance rates in Hillingdon rose from 93.1% to 93.2%.
- The number of permanent exclusions issued during this academic year decreased by 23% compared to the previous year and is the lowest rate ever recorded in Hillingdon, including during the year of the COVID-19 pandemic.
- Hillingdon continues to demonstrate strong post-16 participation outcomes with only 2.5% of the 16-18 cohort classed as NEET.

Priority 3 – Educational Outcomes

- Early Years outcomes rose in 2024-25. Children achieving a Good Level of Development (GLD) rose to 71%. There was also an increase in disadvantaged children achieving GLD (58.4%).
- Phonics outcomes remain strong in Hillingdon and compare favourably with national and regional outcomes.
- Key Stage 2 combined reading, writing and maths (RWM) outcomes remain below national and regional benchmarks. Reading and maths are comparatively strong, while writing remains a priority for improvement.
- Key Stage 4 outcomes for Attainment 8 (47.1) were slightly above national and slightly behind regional and statistical neighbours. English and Maths combined scores (level 4+) were 68.7%, which was slightly behind regional outcomes, but in line or above national and statistical neighbours.
- Key Stage 5 outcomes for A Levels and vocational outcomes were slightly behind national and regional outcomes.

Hillingdon Education Overview

Overall Pupil Summary



Please Note that the data on this page is from the Spring Census ONLY.

DfE Establishment Type	School Type	Boy	Girl	Non Disadvantaged (Based on FSM)	Disadvantaged (Based on FSM)	EHCP	SEND Support	No Support
Free Schools Alternative Provision	Academies	51	47	75	23	3	20	75
Free Schools Special	Academies	93	25	46	72	118	0	0
Nursery School	Maintained nursery	115	83	198	0	5	57	136
Primary School	Academies	7327	6715	10650	3392	894	1591	11557
Primary School	Infant and junior school, 5-11	6087	5938	9800	2225	401	2060	9564
Primary School	Infant school, 5-7/8	1528	1452	2422	558	93	461	2426
Primary School	Junior school, 7/8-11	1370	1278	1952	696	84	420	2144
Primary School	Special school	135	51	105	81	186	0	0
Secondary School	Academies	10399	10504	16123	4780	830	2142	17931
Secondary School	Comprehensive all-thrupough, 11-18	1545	1097	1643	999	90	244	2308
Secondary School	Special school	207	77	158	126	284	0	0
Total:		28857	27267	43172	12952	2988	6995	46141

Putting Our Residents First - Raising Standards in Education

The Education & SEND Service, sits within the Children's Services Directorate and comprises of the following teams:

- Access to Education:
 - Admissions
 - Alternative Provision
 - Child Employment & Licencing
 - Children Missing Education
 - Elective Home Education
 - Exclusions & Suspensions
 - NEET
 - Vulnerable Learners
- Attendance
- Early Years Centres
- Education Improvement & Partnerships:
 - Early Years Quality Improvement
 - School Improvement
 - Post 16 Partnerships
- Educational Psychology Service
- Families' Information Service (FIS) & Portage Services
- Learn Hillingdon Adult Community Education
- Music Service
- School Place Planning & Commissioning
- SEND Advisory Service (SAS)
- SEND Statutory Functions (EHC Team)
- Virtual School

Priority 1: Every Young Person Benefits from a High Quality, Inclusive Education in a Good School or Setting

Ofsted Outcomes of Private, Voluntary and Independent (PVI) Childcare Providers & Childminders

We currently have 93 registered early years settings:

Not Yet Inspected	Outstanding	Good	Requires Improvement	Inadequate
13	8	70	1	1

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes in relation to national Ofsted data (published in August 2025):

	Summary of (Good or Better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2024 - 2025	98%	97.5%	10%	10%	80%	87.5%	5%	1%	4%	1%

Main findings: childcare providers and inspections as at 31 August 2025 - GOV.UK

Settings graded as Requires Improvement or Inadequate receive a package of intensive and targeted support from the Early Years Quality Improvement Team (EYQIT). This includes:

- An action plan with clear, measurable targets to swiftly address the areas for development, with an initial focus on safeguarding and welfare requirements. This ensures children are kept safe and acts as an accountability measure for the leadership and management team.
- Bespoke training which addresses the recommendations made by Ofsted, followed by a clear implementation plan to embed improvements in practice.
- Regular monitoring and reviews to ensure the areas for improvement are being addressed in a timely and effective manner.

We have 169 childminders in Hillingdon, of whom 149 provide care for EYFS children. Those who do not have EYFS children receive an outcome of either *Met* or *Not Met* at their Ofsted inspection. At present, 24 childminders are graded *Met* and 1 is graded *Not Met*.

The data for those childminders that have EYFS children in their provision is as follows:

Not Yet Inspected	Outstanding	Good	Requires Improvement	Inadequate
16	16	112	1	0

For childminders who receive an Inadequate or Requires Improvement judgement, they receive support from the Childcare Development Advisor to help them address the recommendations and actions in a timely manner.

Newly registered Childminders are supported through our funded childminder buddy programme until their first inspection.

Key Strengths & Challenges

The most significant challenge facing early years provision in Hillingdon is recruitment and retention of qualified staff. This reflects a national crisis but is especially acute due to pay levels that cannot compete with other sectors, and increasing workload and accountability, particularly in relation to safeguarding, SEND, curriculum delivery and inspection readiness. We have delivered a full training package in relation to these areas and will continue to support leaders and practitioners to access the government funded Early Years Initial Teacher Training (EYITT) programme to strengthen leadership and improve the quality of education in PVI settings

The Early Years Quality Improvement Team are focussed on developing a high-quality early years workforce through the delivery of evidence based professional development opportunities. To achieve this the team have formed a partnership with the DfE's Stronger Practice Hub who are delivering in

person training events across the local authority, sharing effective practice with leaders and practitioners in schools and settings. We are planning to develop a local Stronger Practice Hub in an area of the borough where impact will be highest, to drive improvements in the quality of early years provision. This will support collaborative working between key partners in early years, helping to build a strong, resilient and reflective early years community across the borough.

There is increasing recognition, both nationally and within Hillingdon, that a significant number of children in the early years are experiencing delays or disorders in communication and language development. In response, the EYQIT will introduce a speech and language assessment tool across all PVI settings to support early identification of children’s needs and enable timely, targeted and individualised intervention for these children.

Ofsted Outcomes of Schools

Ofsted continued their full inspection programme with a change to outcome wording to move away from the one-word overall judgement.

Section 5 inspections are full inspections that evaluate the overall effectiveness of a school. They are full inspections that evaluate the overall effectiveness of a school and are conducted every 5 years, but schools previously rated ‘good’ or ‘outstanding’ may receive an ungraded inspection instead.

Section 8 inspections are shorter and can be either graded or ungraded. They usually occur when there is evidence that a school may have improved or declined since the last inspection. They do not provide an overall effectiveness grade but evaluate specific areas of concern or improvement.

Hillingdon received 34 inspections in the academic year 2024/25:

School Inspected (inspection date order)	Type of Inspection	Type of setting	Academy / Maintained	Outcome
The Willows School	Section 5	Special	Academy	Quality of Education - Outstanding Leadership & Management - Outstanding Behaviour & Attitude - Outstanding Personal Development - Outstanding
Northwood School	Section 8	Secondary	Academy	Standards Maintained as previous inspection (previously Outstanding)
De Salis Studio College	Section 8	Secondary	Academy	Standards Maintained as previous inspection (previously Good)
Highfield Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
BWI CofE Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Ruislip Gardens Primary School	Section 5	Primary	Maintained	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Moorcroft School	Section 8	Secondary Special	Academy	Standards Maintained as previous inspection (previously Outstanding)

Nanaksar Primary School	Section 8	Primary	Academy	Standards Maintained as previous inspection (previously Good)
Whitehall Infant School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Uxbridge High School	Section 5	Secondary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Outstanding
Coteford Junior School	Section 8	Junior	Academy	Standards Maintained as previous inspection (previously Good)
Grange Park Junior School	Section 8	Junior	Maintained	Standards Maintained as previous inspection (previously Good)
HRUC College		College	-	Overall - Good
Bishop Ramsey Church of England School	Section 5	Secondary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Hillside Junior School	Section 5	Junior	Maintained	Quality of Education - RI Leadership & Management - RI Behaviour & Attitude - Good Personal Development - Good
Harlington School	Section 5	Secondary	Maintained	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Yeading Infant and Nursery School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Outstanding)
Harlyn Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Minet Junior School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
Laurel Lane Primary School	Section 5	Primary	Academy	Quality of Education - RI Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Good
Vyners School	Section 8	Secondary	Academy	Standards Maintained as previous inspection (previously Outstanding)
Hewens Primary School	Section 5	Primary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development - Outstanding
West Drayton Academy	Section 8	Primary	Academy	Standards Maintained as previous inspection (previously Good)
Meadow High School	Section 5	Secondary Special	Maintained	Quality of Education - Good Leadership & Management - RI Behaviour & Attitude - Good Personal Development – Outstanding Sixth Form Provision - Outstanding
The Global Academy	Section 5	Secondary	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Outstanding Personal Development – Outstanding Sixth Form Provision - Outstanding

The Skills Hub	Section 5	Alternative Provision	Academy	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development – Good
Colham Manor Primary School	Section 8	Primary	Maintained	Standards Maintained as previous inspection (previously Good)
St Andrew's C of E Primary School	Section 5	Primary	Maintained	Quality of Education - Good Leadership & Management - Good Behaviour & Attitude - Good Personal Development – Good Early Years Provision - Good
Grangewood School	Section 8	Primary Special	Academy	Standards Maintained as previous inspection (previously Good)
Hewens College	Section 5	College	Academy	Quality of Education - RI Leadership & Management - Good Behaviour & Attitude - Good Personal Development – Good Sixth Form Provision - Good
Pride Academy	Section 5	Secondary Special	Academy	Quality of Education - Good Leadership & Management - Outstanding Behaviour & Attitude - Outstanding Personal Development – Outstanding Sixth Form Provision - Good
Deanesfield Primary School	Section 5	Primary	Maintained	Quality of Education - Outstanding Leadership & Management - Outstanding Behaviour & Attitude - Outstanding Personal Development – Outstanding Early Years Provision – Outstanding
Rabbsfarm Primary School	Section 5	Primary	Maintained	Quality of Education - RI Leadership & Management - RI Behaviour & Attitude - RI Personal Development – Good Early Years Provision – Good
Park Academy West London	Section 8	Secondary	Academy	Leaders have made progress to improve the school, but some aspects of the school need further improvement (previously RI)

The Council is working with all schools requiring improvement, including academies when requested.

Key Strengths & Challenges

There were 8 schools (5 maintained, 3 academies) on the Council's 'Schools At Risk Register' (SARR) at the end of 2024/25. This is a reduction of 1 on the previous year. The reasons schools could be at risk cover a range from: Ofsted inspection judgement is Requires Improvement (RI) or less in Quality of Education (or RI overall under old framework), poor pupil outcomes, leadership concerns (including governance), finance pressures, stakeholder complaints, amongst others.

Analysis

There is regular and robust information sharing between the Council Education Improvement team and officers from the London region of the Department for Education. Evidence based confidence

ratings are discussed for schools requiring improvement. The quality of information shared regarding all aspects of maintained or academy schools is strong.

In 2024/25 a Three-Tier Support Model for categorising schools for prioritising education improvement support continued:

- **Self-Improving** - schools with an Ofsted rating of 'Good' or 'Outstanding' with no key areas of concern.
- **Targeted** - schools with some key focus areas of improvement required, including schools which may be 'Good' but at risk.
- **Intensive** - schools with an Ofsted rating of Requires Improvement or Inadequate and/or where significant support is required.

This enabled the Education Improvement and Partnerships Team to focus their time supporting schools effectively with a package of support appropriately matched to the needs of the various settings in Hillingdon. Each maintained school is offered a range of universal support, including an annual education advisor visit, professional development opportunities led by the Hillingdon Learning Partnership or by the Education teams at the Council. Targeted and Intensive support schools receive regular, practical, school improvement visits to ensure there is swift progress on their improvement plans. This may involve brokering support or direct education adviser support.

The support and challenge documentation used by Advisors established a clearer focus on the impact of the support given to the schools. A Support Plan was used for settings in the Targeted or Intensive support categories. This support plan facilitates a commitment from both the Education Advisor and the school leaders to have a continued focus on the key individualised education improvement priorities and actions that are planned for the year ahead. Education Advisors completed a termly impact report to detail the impact of their support on the schools' improvement journey.

Collectively, these documents had a greater focus on holding Education Advisors and school leaders to account, as well as being a support mechanism for schools, enabling them to share clear evidence of progress with relevant external agencies.

Progress Against Education Priority One:

- We believe there is a comprehensive level of support to schools to meet their needs and priorities. This is provided by the wider Hillingdon Education Team. There is a robust universal support offer for all schools and settings 0-18, delivered by the Council teams, Hillingdon Learning Partnership and other providers. In addition, there is a broad offer of support from Health, Social care, Youth Justice and other teams to meet needs in education settings. The impact of this is seen in the very low numbers of PVIs that require additional intervention, and in the reduction of schools causing concern over the last year.

Priority 2: Preparation for Adulthood

School Place Planning

School Place Planning (SPP) is reported annually via the School Organisation Plan for Hillingdon which presents:

- An overview of the education landscape in Hillingdon
- A summary of current pupil numbers and projected demand in primary and secondary phases, including specialist provision
- Options in place for the Council to consider when determining the need to increase or reduce school places

To access the School Organisation Plan 2025, please click [here](#).

School Placements & Admissions

Primary School Places

- Hillingdon remained the top ranked London local authority on Primary National Offer Day, with 91.51 per cent of children being awarded their first-choice primary school place.
- Figures released by the PAN London Admissions Board show that the council has once again exceeded the London average of 87.92 per cent to give 3,169 pupils their first choice of primary school.
- Hillingdon also achieved best in West London for applicants being offered one of their top three preference schools at 98.18 per cent, compared to PAN London at 96.6 per cent.
- The council received 3,463 primary school applications, with 98.61 per cent allocated a school of their preference, which is also higher than the London average of 97.9 per cent.

Secondary School Places

- Hillingdon council received 3,626 applications for entry into secondary school for September 2025.
- On National Offer Day every Hillingdon child or young person was offered a secondary school place.
- From those, 94 per cent were offered one of their top schools, with 67 per cent of pupils receiving their first choice and 88 per cent offered one of their top three schools.

Fair Access

The In Year Fair Access Panel (IYFAP) has continued to be effective in its duty to ensure that outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. We continue to see a minimal number of primary aged referrals considered by the Fair Access Panel. This is due to strong communication between the LA, school admissions officers and sufficient place planning. The LA are also grateful to our schools for their support with Year 11 pupils being placed in mainstream schools. The Panel is effective in ensuring that every child receives the best possible education in line with statutory guidance. Below is a summary of the referrals made via the IYFAP:

- 1 primary referral to the IYFAP compared to 2 primary referrals in 2023-2024
- 42% decrease – 76 total number of placements by the IYFAP in comparison to the academic year 2023-2024 where there were 132 placements.
- 46 Year 11 aged children were referred to the panel, and this was 61% of the total placements.
- IYFAP placements in 2024-2025 - 74% of placements were for children residing in the south of the borough

- 40% of the placements have been for ‘Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child, and this has not been accepted’.

These statistics include July’s placements (15); however, the children did not start until the following academic year (2024/25).

Year 11

The general expectation is that mainstream education will be inclusive and that pupils with a wide range of needs will be able to access a mainstream school place. However, in recognition of the greater challenges for pupils in Year 11 who were seeking a new school where they are nearing post-compulsory school age, pupils were offered a place at Hillingdon’s Interim Provision, subject to availability. If a school place was required, the case was considered against the eligibility list for referral as a Fair Access placement. If eligibility was met, the applicant was allocated a placement through the Fair Access Panel.

Placements

The table below show the Fair Access placements from September 2024 - July 2025, it also indicates where in the borough pupils were residing. For secondary schools, the north of the borough is determined as above the A40, and south as below the A40, primary schools are determined by planning areas. These referrals reflect all pupils that were taken to the panel, some pupils were not placed but have been included in the referrals.

Secondary referrals									
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	North	South		
Total per year	2	5	11	15	42	9	66		
Total	75					75			

Primary referrals										
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	North	South	
Total per year	0	0	0	0	0	1	0	0	1	
Total									1	

Referral Reason

Below is a breakdown of the reasons each referral was made to the IYFAP. The additional eligible categories have not been included as there were no referrals. The highest number of referrals in the Secondary phase were made for children that had been out of education for 2 or more months and children of Gypsies, Roma, Travellers, refugees and asylum seekers.

Referral Reason	Total Number of Students
Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.	9
Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child, and this has not been accepted	36
Children for whom a place has not been sought due to exceptional circumstances	3

Children of Gypsies, Roma, Travellers, refugees and asylum seekers	15
Children either subject to a CIN or a CP Plan or having had a CIN or a CP Plan within 12 months	9
Children from the criminal justice system	1
Children with SEN (without an EHCP)	3
Total	76

Place Planning Areas

Of the 75 secondary school placements made through Fair Access, 66 children lived in the South of the borough and 9 children lived in the North of the borough. 92% of the children placed through Fair Access lived in the South. The panel are mindful of the volume of pupils residing in the south of the borough and will try to allocate a school in the north of the borough where a journey is deemed within a reasonable distance. Alternatively, if a parent has added a school as a preference which is within the north of the borough, the panel will look to allocate this school. This assists with equal distribution and can justify the panel's decision for allocating a school not within a reasonable distance.

Comparison with Previous Academic Years

Below is a comparison of the number of In Year Fair Access Panel placements made this year in comparison to the last three academic years.

Month	2022-2023			2023-2024			2024-2025		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	19	19	0	21	21	0	17	17
October	0	24	24	0	14	14	0	8	8
November	0	32	32	0	14	14	0	6	6
December	0	29	29	0	10	10	0	12	12
January	0	25	25	0	18	18	0	7	7
February	0	14	14	1	12	13	0	8	8
March	0	22	22	0	7	7	0	4	4
April	0	16	16	1	13	14	0	6	6

Appeals

Our current Fair Access Policy provides schools with 5 days to contact us and supply factual evidence that to admit additional children would prejudice the provision of efficient education or the efficient use of resources at their school. We will also consider information that we may not be aware of at the time of placement that may evidence the suitability of the placement and whether this would be in the best interests of the child.

We received 9 appeals in the academic year 2024/25 from schools against placements. Of the 9 appeals that we received:

- 6 placements were pursued at the allocated school.
- 1 pupil was allocated an alternative school
- 2 placements were withdrawn

Interim Provision

- The Interim provision has 10 places available at any one time.

- 57 pupils were referred to the Interim Provision in 2024/25. Of this cohort, pupils have come from 15 different countries, speaking 10 different languages.
- Of the 57 pupils, 10 were Looked After Children and 5 were on Child Protection plans. This was 26% of the Interim cohort.
- All this year's cohorts have been successfully placed at a school as an outcome of the FAP, moved on through the NTS programme, accessing an alternative setting, left as they were no longer statutory school age or moved out of the country/borough.
- The provision also provided extra support to pupils when a school was not allocated through the panel, or the pupil was at a point in year 11 where it was unreasonable to place them at a school. They supported a pupil who was going through an Education, Health and Care Plan Needs Assessment, and Post 16 support for a pupil with Special Educational Needs.

Outcomes for Vulnerable Children and Young People

- Schools are beginning to utilise Vulnerable Learners Clinics (VLC) more effectively to prevent escalation.
- Decrease in NEET with EHCPs by over 3% from last year (SEN2 data).
- 13% Increase in uptake of Supported Internships- 16% of post 16 phase transfer cohort for September 25 is in supported internship compared to 3% last year
- More young people with EHCPs remain in their Hillingdon community - 87.9% of post 16 phase transfer cohort is placed in-borough compared to 21.6% last year
- The number of ceased plans due to needs being met without the need for ongoing EHCP support, as well as those ceased because the young person has moved into higher education or entered paid employment, has increased by over 100% across all three categories compared with last year's data.
- Mainstream placement of pupils with EHCPs has risen significantly from 43% in 23/24 to 46% in 24/25 (SEN2 data) and now being at 52% as of January 2026. The OAP guidance with checklists has been reviewed and training workshops for schools are in place.
- Increase in newly developed placements in Specialist Resource Provisions (SRPs) reflects growing expertise and improved inclusive practice in mainstream setting.
- Young People's Voice is at the heart of all SEND initiatives, Aim High Youth Forum is actively engaging in many projects providing feedback and coproducing, where appropriate.
- Social care and education are working more closely on early identification of needs, early intervention, and reducing unnecessary criminalisation.
- Schools receiving support from SEND Advisory Service (SAS) reported notable increases in staff confidence, rising from an average of 4.2 to 4.5, with high satisfaction levels (4.6) and strong confidence in sustaining new strategies. Universal SAS training also demonstrated significant gains, with confidence improving by 2 points across 212 delegates.
- SEND Reviews continue to drive meaningful school development, with settings progressing from an average baseline score of 0.16 to 1.4 within a year, highlighting strengthened inclusion practice borough wide.
- The PINS programme further evidences substantial value-added impact, with London Borough of Hillingdon schools reporting confidence gains of 33–56% across key domains, and London Borough of Harrow demonstrating similarly strong improvements, particularly within environment and communication domains. Collectively, the data demonstrates increasing consistency, strengthened inclusive practice, and measurable improvements in school capability and confidence.

Contextual Factors Which Support Children with SEND

The Hillingdon SEND and AP Partnership has strengthened the contextual conditions needed to support children with SEND by investing in earlier identification, creating specialist capacity, robust statutory processes and clear financial mechanisms of support.

The continued rise in requests for EHCNAs, from 481 to 511 this year, indicates growing levels of need and highlights that schools increasingly require additional support and expertise to meet pupils' needs effectively. This trend reinforces the importance of strong strategic leadership and well-designed early help pathways. Positively, 59 schools are engaging proactively with Educational Psychology traded service which has received good feedback, and the training programme has been reviewed and strengthened to reflect this feedback ensuring it is even more closely aligned with what schools have asked for. This collective progress demonstrates a growing commitment across the system to strengthening early identification, promoting inclusive practice, and building the capacity needed to respond to rising levels of need effectively.

The launch of the Emotional School Based Non Attendance (EBSNA) Response and Outreach Service (EROS) project introduces a more responsive structure for recognising Emotional Based School Non-Attendance at the earliest stage, helping prevent entrenched patterns of non-attendance and reducing the long-term risks associated with persistent absence. Targeted expertise, particularly through the EHCP Plus Team and the Specialist EP for SEMH/Behaviour, further builds system capacity, ensuring that children with the most complex needs receive timely, specialist input. Despite increasing demand, statutory performance remains strong, with 82.5% of psychological advice delivered within the six-week timeframe.

A consistent commitment to early intervention and identification is evident across multiple Ambition Group updates, including the ongoing implementation of the Early Intervention (EI) Toolkit and work to coproduce Support Information Guidance for families awaiting neurodiversity assessments,

The focus is on developing an Inclusion Framework and to improve transition processes through specialist inclusion projects (Adaptive Curriculum & Teaching, EBSNA protocol, and Accessibility Strategy) and enhanced oversight of parttime timetables.

The Partnership for Inclusion of Neurodiversity in Schools (PINS) project has been running across Hillingdon and Harrow, supporting over 20 mainstream schools to strengthen their graduated response for neurodiverse pupils. The work includes coaching, environmental audits, adaptive teaching training, SENCO collaboration, parent engagement, and multiagency working. The project has been extended for another year as it demonstrated positive impact, including mindset shifts in schools, improved universal strategies, and enhanced coproduction with parents.

The Partnership has undertaken significant strategic work to redesign both mainstream and special school banding, ensuring funding levels more accurately reflect assessed need and the graduated approach to provision. Through refreshed frameworks, clear descriptors, and updated band structure, partners have established a consistent borough-wide approach. This work has been shaped through ongoing coproduction with schools, SEND services, health partners, and parent forums to ensure the system is fair, equitable, and transparent for families and professionals.

Additionally, there is a strong focus on quality assurance through the development of QA framework for EHCPs, statutory advice templates, and guidance on writing statutory advice. There are further Local Offer improvements, and multiagency training opportunities for schools and partners which strengthen practice consistency across the system and ensures the needs of children with SEND are responded to promptly and equitably. Collectively, strong joint governance, effective early help arrangements, clear and strengthened support pathways, consistent expectations for inclusive

practice, and ongoing workforce and quality improvement create the conditions for the Local Partnership to deliver high quality, preventative, child centred SEND support. Shared multiagency training further enhances consistency and collaboration across schools and partner organisations.

Priorities for Children with SEND in Hillingdon 2025/26

The Hillingdon Local Area SEND and Alternative Provision Strategy 2023-2028 clearly defined ambitions:

Ambition 1: The right support, at the right time, in the right place

Ambition 2: Fully inclusive education for all

Ambition 3: Provision meets the needs of Hillingdon's children and young people

Ambition 4: Children and young people live happy and fulfilled lives where they are included in the community

Ambition 5: There is a flexible offer and range of interventions available for children to access Alternative Provision

The priorities for CYP with SEND in Hillingdon for 2025/26 are based on the above ambitions.

Early Intervention & Identification

- Strengthen and refine the early intervention offer, including updated EI toolkit and joint EP/SAS support to schools.
- Improve early identification, statutory assessment processes and Annual Review quality through new templates, QA framework and better multiagency coordination.
- Develop clear "waiting well" information and support for families awaiting neurodiversity assessments.
- Improve data systems (EHM/EYES) to track Annual Reviews, early years notifications and developmental concerns.

Improving the Quality of EHCPs & SEND Support

- Implement and embed the new EHCP QA Framework, updated templates, and audits.
- Strengthen Annual Review processes and expertise within the SEND and Inclusion services through further workforce training and development.
- Improve outcome recording for EHCPs and My Support Plans, ensuring SMART outcomes and consistent quality.
- Continue developing training for schools as per their needs and in line with upcoming SEND reforms.

Inclusive Education & Support to Settings

- Continue improving the Local Offer (HELLO) with ongoing updates, coproduction and steering group oversight.
- Continue developing and implement the Inclusion Consistency Framework, including protocols on EBSNA, parttime timetables, adaptive teaching and accessibility.
- Continue offering support for SEND for schools through various projects like PINS, EROS, CAAS Transition Project and support offer through SEND Inclusion Teams (EHCP Plus, SAS, EPS).

Provision & Sufficiency

- Expand local SEND provision, including additional secondary SRPs, DUs and post 16 pathways.
- Complete QA model for SRPs/DUs and carry out reviews across all settings.
- Continue development of secondary and FE specialist provision.

- Continue implementation of the updated banding models (mainstream and special schools) through liaison meetings with schools.
- Review SEND Sufficiency Strategy and publish Admission Guidance to Specialist Provision.

Preparation for Adulthood (PfA)

- Finalise and publish the PfA Strategy, including a young people's version.
- Embed PfA across newly reviewed Annual Review Templates, QA framework and training.
- Strengthen further multiagency transition planning through reviewed Transition Panel.
- Further expand supported internships, develop more vocational pathways where possible, and improve Careers Education, Information, Advice and Guidance (CEIAG) support from Year 9 onwards.

SEMH & Mental Health Support

- Develop a local SEMH Inclusion Commitment with schools, health and education partners.
- Support the development and launch of the Thrive directory for SEMH support.
- Implement the new EBSNA Response and Outreach Service (EROS).
- Build EHCP Plus multidisciplinary support for CYP with complex SEMH needs.

Participation, Voice & Coproduction

- Continue strengthening CYP voice through SEND Youth Forum, involvement in governance, and "Walking in Our Shoes" work.
- Launch the Coproduction Charter at the AfA Inclusion Conference in March 2026.
- Continue largescale parent/carer engagement events and feedback loops to shape services.

Alternative Provision (AP) & Vulnerable Learners

- Finalise and promote the three tier AP system and develop a LEAP AP hub.
- Reduce exclusions through updated guidance, increased early intervention (VLC), and improved AP commissioning.
- Strengthen reintegration pathways with clear TAC plans, support plans in SLAs and progress metrics.
- Expand the AP directory and broaden age appropriate pathways to reduce reliance on tuition.

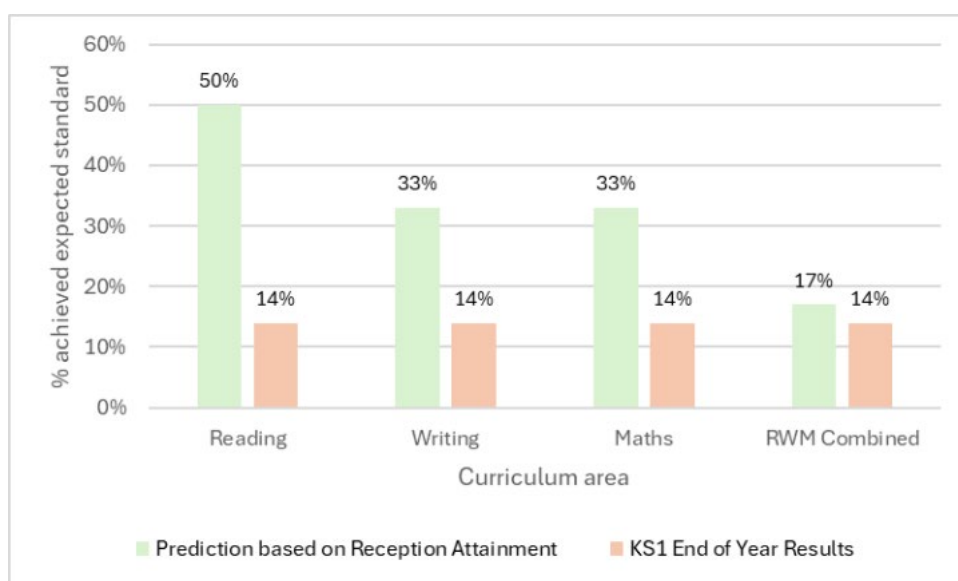
Looked After Children Attainment and Progress Summary

EYFS

The EYFS cohort consisted of five children for this academic year, all of whom count towards the national indicator. Of this national indicator group, 0% made a GLD across the prime areas and across all the ELGs. Within this group, all children were Indigenous, all five had SEND with EHCPs and two resided in Hillingdon. All five children identified as having SEND with EHCPs already in place. One child was placed at a specialist setting; one child was set to transition to a specialist setting for September 2025 and two others were making the transition to a mainstream setting with specialist resource provisions (SRP) attached to the school which will support the children's special education needs. Whilst the reception-aged cohort this academic year did not meet age-related expectations at the end of the EYFS, they were shown to be making increased progress from their starting points across all 17 Early Learning Goals. On average, the proportion of children making expected progress increased by an average of 0.44 across the academic year, indicating positive impact of the support and provision in place for these children.

Key Stage 1

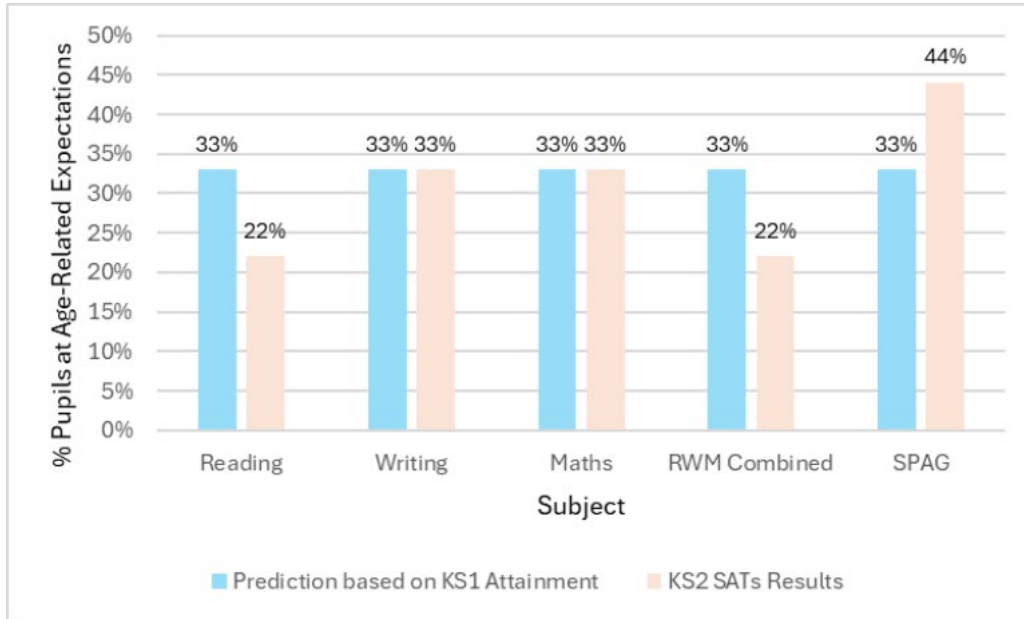
There were ten children who completed Key Stage 1 in July 2025; within the cohort seven of the children had a SEND, all were Indigenous and three were residing in Hillingdon. Of the ten children in this cohort, seven were in the national indicator. Of these, the Virtual School had expected 17% to achieve Age Related Expectations (ARE) in Reading, Writing and Maths (RWM) based on their starting points from EYFS. Based on their SATs results and end-of-year teacher assessment, 14% achieved ARE in Reading, Writing and Maths; there was a change in cohort with some children leaving care throughout the year which accounts for a 3% change in the original Virtual School target set in the Autumn of 17%. The chart below shows the percentage of Key Stage 1 children who achieved the expected standard in each curriculum area compared to the targets for the year. Key Sage 1 predictions are based on EYFS Profile outcomes, with the assumption that children achieving 'Expected' in EYFS would continue to meet expected standards at Key Stage 1. However, several factors significantly affected this cohort's progress. For example, three children experienced placement or adoption breakdowns during Years 1 and 2, which disrupted their learning and emotional stability.



Source: Internal data

Key Stage 2

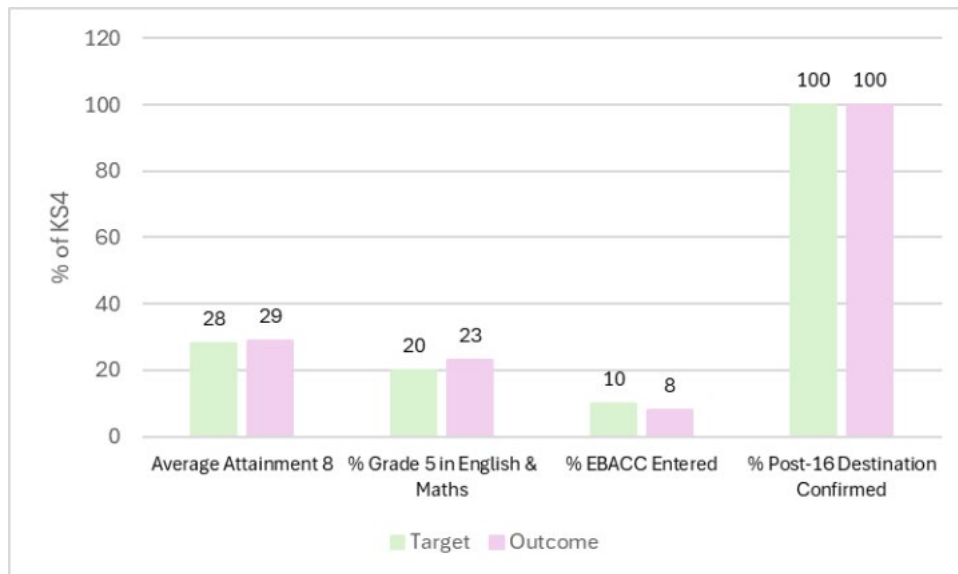
There were ten children who completed Key Stage 2 in July 2025. Within the cohort, five had an EHCP and one was receiving SEN Support, three were residing in Hillingdon and all were Indigenous. Nine of the children were in the national indicator. The Virtual School had expected 33% of this cohort to achieve ARE in RWM at the end of the academic year, based on their Key Stage 1 attainment results. Based on their SATs results, 22% of this cohort met ARE in Reading, Writing and Maths. There were two students who made above their expected progress from KS1 to KS2 in Reading and Maths. The chart below shows how our Key Stage 2 children achieved in each curriculum area compared to the targets for the year.



Source: Internal data

Key Stage 4

The Virtual School would ordinarily report on Progress 8 as a key accountability measure; however, this is not possible for the 2025 cohort as these students did not sit their Key Stage 2 SATs due to COVID-19 disruptions. As a result, there is no baseline data available to calculate Progress 8 scores. The chart below shows how our children performed at Key Stage 4. The average Attainment 8 score was 29.



Source: Internal data

Several students demonstrated accelerated progress, and overall attainment outcomes suggest Hillingdon's Cared for Children continue to perform positively at the end of Key Stage 4, enabling successful transitions into further education or training. EBacc entry remains low, with only one student entered for the full qualification. A notable gap persists in entries for modern foreign languages. The Virtual School continues to work with schools to encourage students, particularly those with English as an additional language, to sit GCSEs in their first language where appropriate.

This year, three students achieved grade 6 or above in French, Urdu and Arabic GCSEs which are their first languages.

Among those who completed Level 2 exams:

- 46% were receiving SEN support or had an Education, Health and Care Plan (EHCP).
- 23% achieved a grade 5 or above in both English Language and Maths (standard pass benchmark).
- 54% achieved grade 4 or above in Maths and 23% did so in English Language.

Key Stage 5

During the 2024/25 academic year, the Virtual School supported a total of 293 post-16 learners. This included 135 students in Year 12, of whom 35 either left care or moved under the National Transfer Scheme during the year. In Year 13, the team supported 158 learners, most of whom turned 18 or transitioned via the National Transfer scheme. 4% of the cohort were enrolled on Level 3 programmes. The majority were engaged in further education pathways including ESOL (English for Speakers of Other Languages), Functional Skills, BTEC, GCSEs (Entry Level to Level 2), and apprenticeships.

Among national indicator learners who had not achieved a grade 4 or above in English and Maths by the end of Year 11, 6% went on to secure both qualifications by the end of Year 12 or 13. Improving outcomes in these core subjects remains a key priority for 2025/26, with targeted support initiatives planned to accelerate progress.

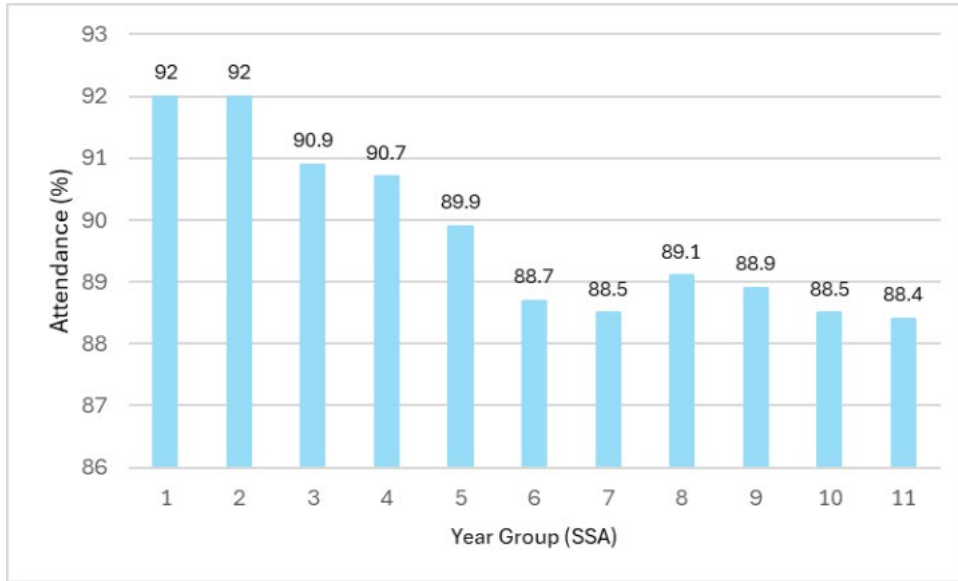
Of the eight learners enrolled in the second year of a Level 3 programme, five (63%) successfully completed their final year. Three progressed to university, securing places at the University of Newcastle, University of Plymouth, and University of Greenwich. The remaining two transitioned directly into employment.

Looked After Children Educational Engagement Summary

Attendance and Exclusions

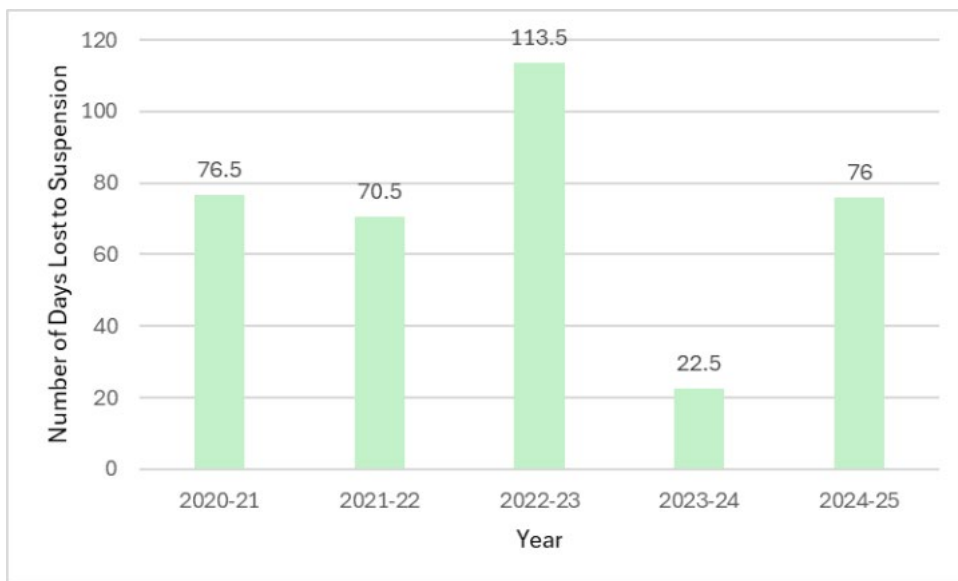
Over recent years professionals have recognised that Emotionally Based School Non-Attendance (EBSNA) has increased, especially amongst vulnerable learners. The Virtual School team has developed a strong resource bank including external professionals, who can support building confidence and self-esteem for this cohort. This includes a Boxing Mentor and a Behaviour Consultant. Hillingdon Virtual School were also able to re-commission mentoring support through Power 2; this provides a valuable direct service to looked after children.

The graph below shows the average attendance of our statutory school aged looked after cohort across the academic year.



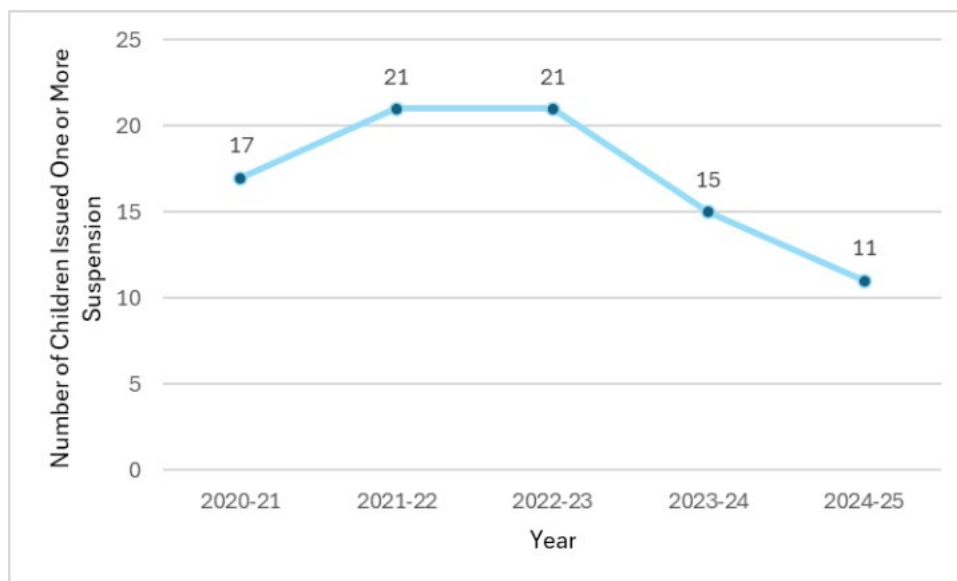
Source: Internal data

During the academic year, 11 looked after children received a suspension while in care, resulting in a total loss of 76 learning days.



Source: Internal data

There has been effective collaboration between the Virtual School Team and wider Education colleagues, including Access to Education and the Exclusion Support Team, aimed at reducing suspensions among vulnerable learners. Consequently, the number of looked after children receiving one or more suspensions has decreased from 15 to 11 this year.



Source: Internal data

In the 2024-25 academic year, two Permanent Exclusions were issued to looked after children in Hillingdon. Both decisions were robustly challenged, with Virtual School representatives attending the respective Governors’ Meetings. As a result, one exclusion was overturned, while the other was upheld. For the child whose exclusion was upheld, a tailored education package was swiftly put in place, enabling her to continue learning and successfully complete a full suite of GCSEs. Pupil Premium Plus was utilised in this package.

Looked After Children Who are Not in Education, Employment or Training (NEET)

Reducing the number of NEET children within Hillingdon’s looked after child population remains a high priority. Each year, the Virtual School works proactively to secure meaningful post-16 destinations for as many children as possible. This includes targeted support before and after Key Stage 4 results day, multi-agency coordination, and bespoke interventions for those at risk of becoming NEET. The table below outlines NEET trends over the past four academic years:

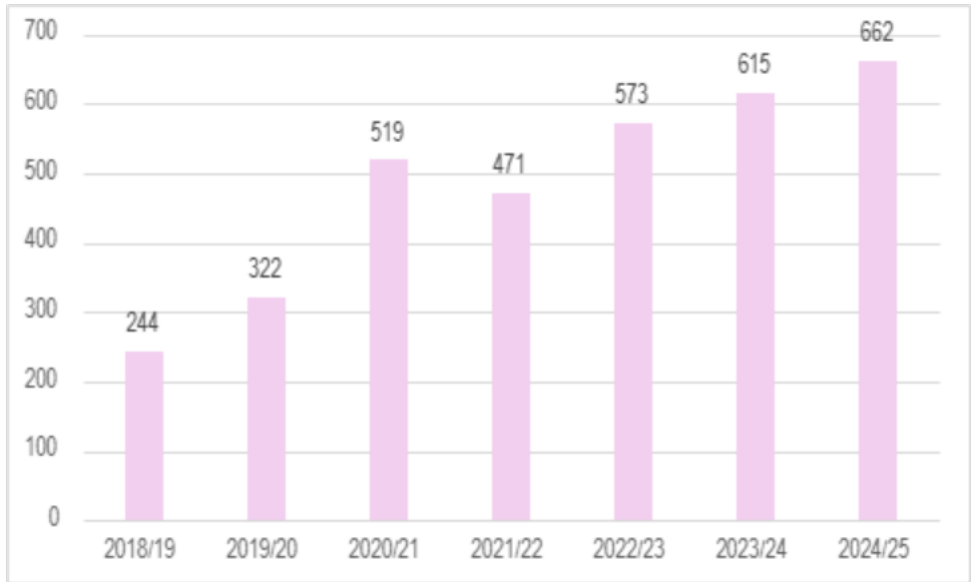
	2021-22	2022-23	2023-24	2024-5
NEET Average %	10.09	17	20	22
Minimum %	10	13	15	10
Maximum %	15	23	25	25

Among Hillingdon’s looked after children who remained NEET for two or more terms, a recurring theme was the presence of significant social, emotional, and mental health (SEMH) needs, often alongside increased vulnerability to Child Criminal Exploitation (CCE). In response, the Virtual School team continued its partnership with the Sweet Science Foundation’s boxing mentorship programme, which offers intensive, tailored support to those most at risk.

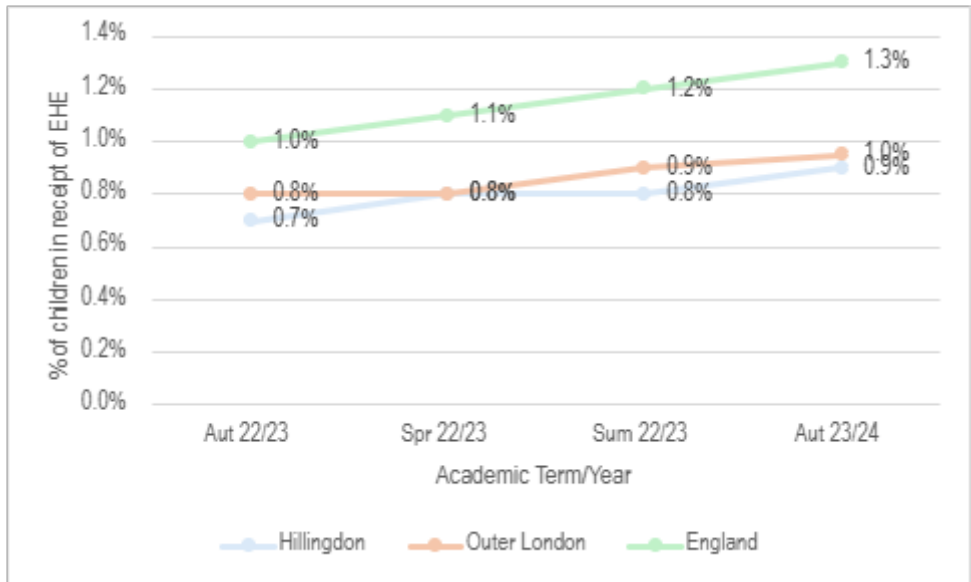
Each term, four persistently NEET children were enrolled in a structured initiative delivered twice weekly, pairing them with a dedicated boxing mentor-coach. The programme focused on building resilience, discipline, and positive engagement through sport and trusted relationships. Outcomes were encouraging with over half of participants transitioning into education, employment, or training, while the remainder showed clear progress toward EET readiness.

Elective Home Education

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school’s roll. During academic year 2024/25, Hillingdon’s EHE team worked with 662 children in receipt of Elective Home Education. This increase follows a trend which has been noted over recent years.

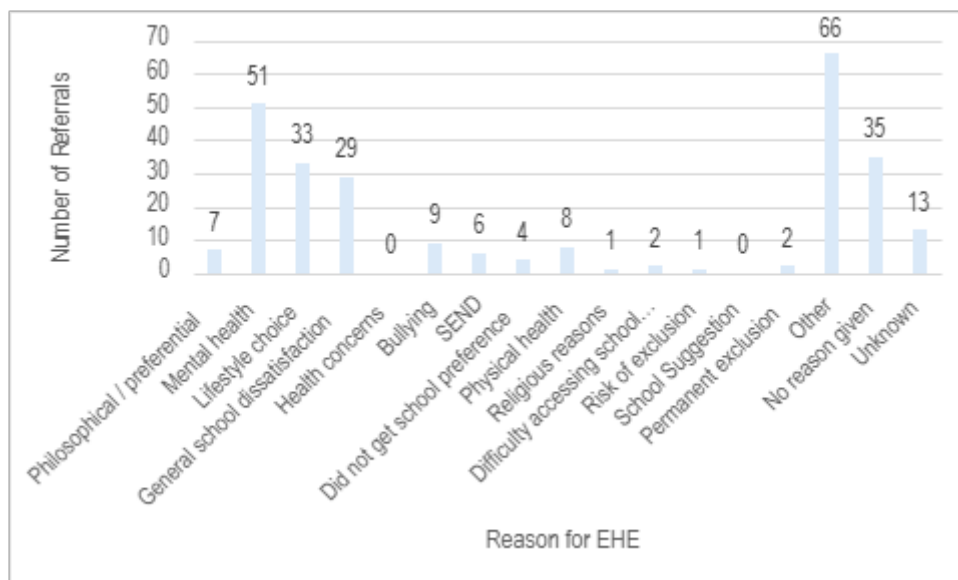


Whilst data for this academic year has not yet been published, the graph below shows how Hillingdon’s numbers of children in receipt of EHE compares to other Outer London boroughs and England.



This data highlights that Hillingdon’s rate of children in receipt of EHE has remained largely stable and has not risen at the same rate as figures nationally.

During academic year 2024/25, Hillingdon processed a total of 267 referrals for children receiving EHE. 70 of these were referred by primary schools and 140 were referred by secondary schools. The remaining referrals were received from other professionals or directly from parents. The chart below shows the reasons stated for choosing EHE by parents for the referrals received during this academic year.



Source: internal data

The most common reason for an EHE referral in Hillingdon was related to mental health followed by lifestyle choice. A focus for the team in the next academic year will be to try to reduce the number of parents who choose not to share their reasons for EHE so a greater understanding of the cohort can be built.

Over the last academic year, the Elective Home Education team has continued to meet the local authority's statutory responsibilities by ensuring that children educated at home are identified, remain visible and are subject to appropriate oversight. Clear processes, consistent decision-making and strengthened recording and tracking have supported the authority in assuring itself of the suitability of education arrangements and responding appropriately where this could not be evidenced.

The team has adopted a proportionate approach that combines constructive engagement with appropriate challenge, supporting the early identification of concerns and effective joint working with schools and partner agencies. This has strengthened the authority's ability to safeguard children educated otherwise than at school and to promote their educational wellbeing, while informing ongoing service development in response to an increasingly complex cohort.

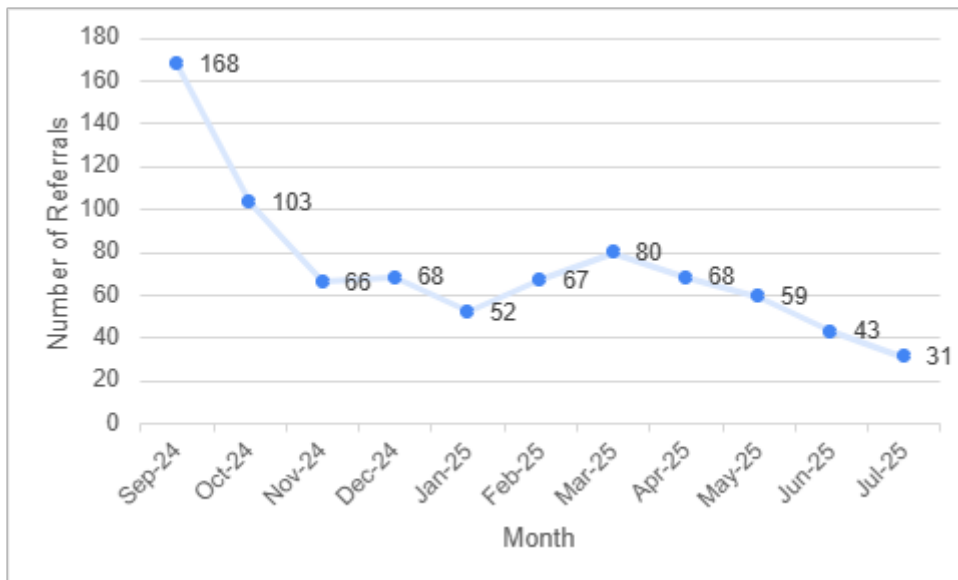
Children Missing Education

The Local Authority has a duty to identify children not registered at school or otherwise receiving suitable education. All Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring there are effective tracking and enquiring systems in place. Children Missing Education (CME) are categorised as follows:

- A child of statutory school age (5-16) not on roll at a registered school.
- A child allocated a place at a school but has not attended.
- A child listed as being educated at home but not receiving an education.

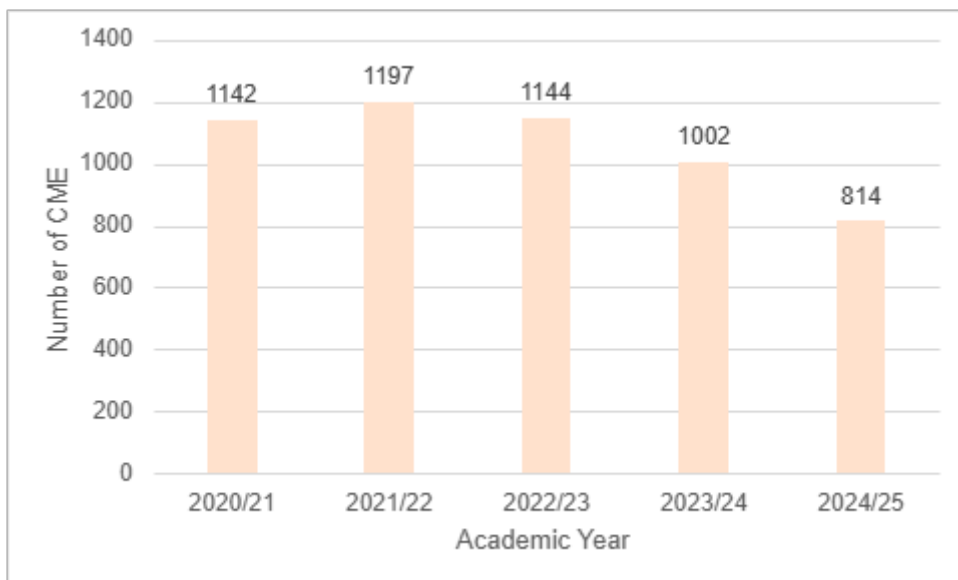
During academic year 2024/25, Hillingdon processed a total of 805 referrals for children missing education. 277 of these were referred by primary schools and 209 were referred by secondary schools.

The chart below shows the breakdown of referrals received across the year.



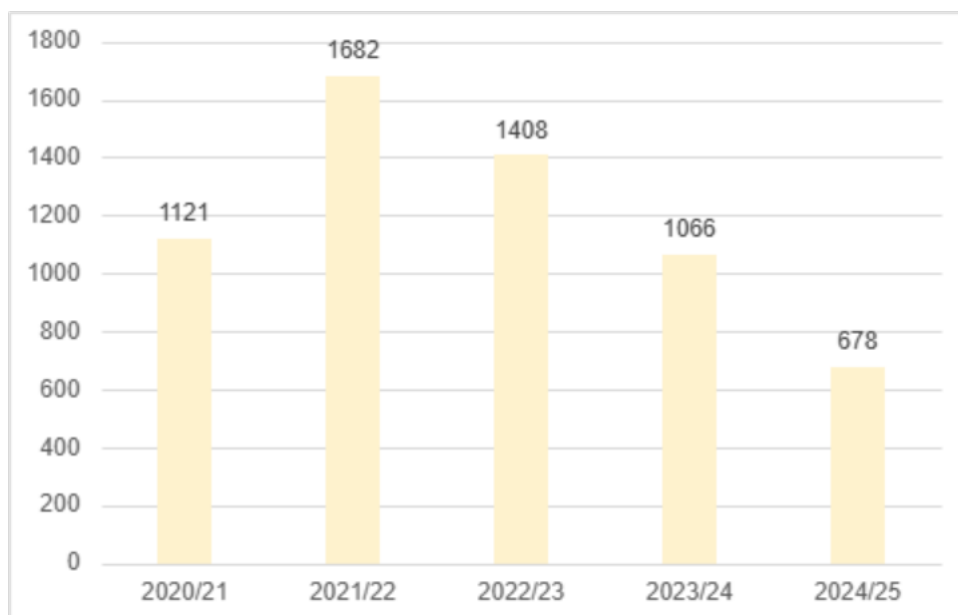
Source: Internal data

The chart below shows the number of referrals received over the last five years. Whilst numbers are largely consistent, they are decreasing slightly in more recent years. This could be attributable to the strengthened partnership working and increased training being offered to ensure schools are conducting all reasonable checks themselves before making a referral.



Source: Internal data

During academic year 2024/25, Hillingdon closed 698 cases of children missing education. The chart below shows the number of closures made over the last five years, the decline of which is in line with the overall decline in the numbers of CME known to the team.



Source: Internal data

Through the operation of clear enquiry pathways and robust tracking arrangements, the Children Missing Education (CME) team has maintained effective oversight of children not accessing suitable education over the last academic year. Consistent case management and timely follow-up have enabled the local authority to meet its statutory duty to identify children missing education, establish their circumstances and support their return to appropriate provision wherever possible.

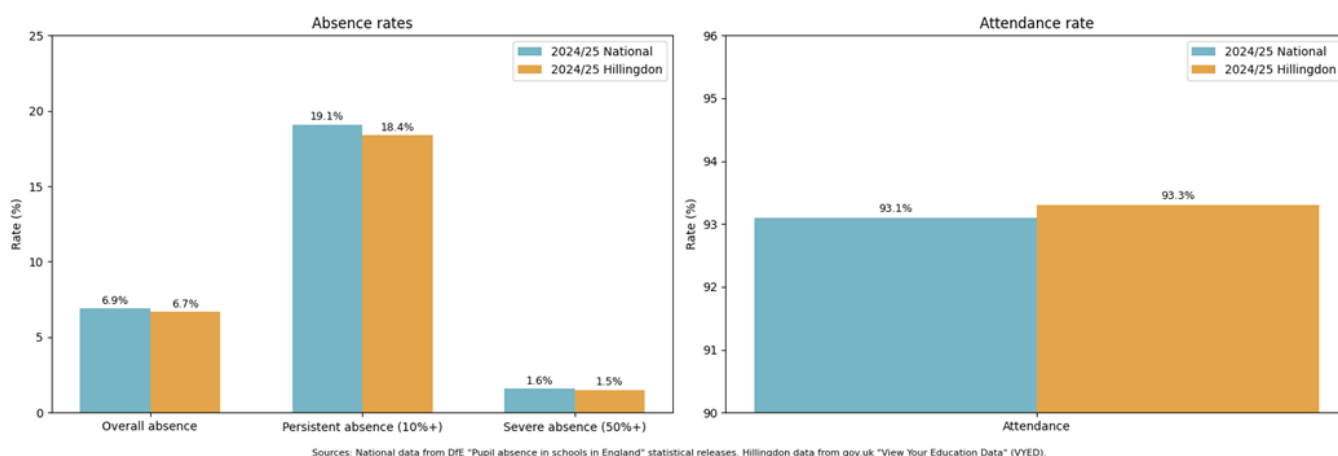
Improved partnership working and targeted training for schools have strengthened understanding of CME responsibilities and improved the quality of referrals, contributing to a gradual reduction in CME numbers and sustained case closure rates. This approach has reinforced shared accountability, supported earlier resolution of cases and strengthened the authority's ability to safeguard children and secure their access to education.

Absence

2024/25 saw the biggest year-on-year improvement nationally in a decade with over 5 million additional school days last year and 140,000 fewer children were persistently absent. The attendance rates in the chart below outlines the percentage point (PP) increases nationally and for Hillingdon where figures have continued to rise following the Covid 19 aftermath.

Challenges remain with severe absence nationally being on an upward trajectory, especially amongst vulnerable groups, with FSM and SEND pupils being disproportionately affected highlighting the requirement for targeted support and early intervention. Hillingdon data for 2024/25 tracks -0.20% behind the national figure of 6.90% for overall absence, -0.30% for persistent absence and -0.54% for severe absence as shown in the chart below.

Statutory School Age Attendance & Absence: National vs Hillingdon (2024/25)



Support to schools is provided by the Attendance Support Team to promote and maintain good school attendance. Core statutory duties are delivered through a combination of activities and interventions that include:

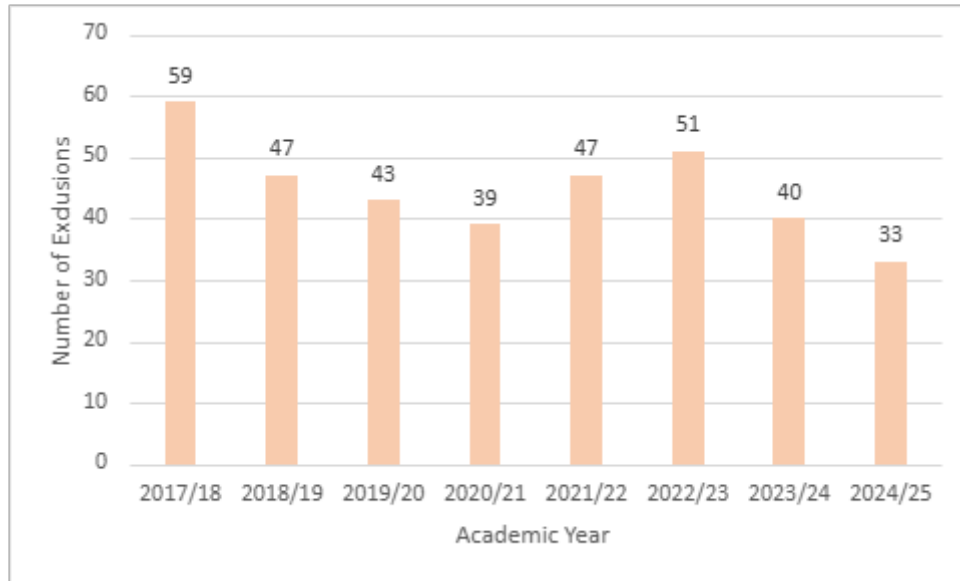
- **Monitoring and Analysis of Attendance Data:** tracking and analysing local attendance data to identify trends and areas for improvement.
- **Communication and Advice:** bringing schools together to share consistent messages, offer professional advice and promote best practice across the borough.
- **Targeted Support Meetings (TSMs):** hosting regular meetings with all schools, using attendance data to identify at-risk pupils and cohorts: together, developing and agreeing on targeted actions to improve attendance outcomes.
- **Multi-Agency and Family Support:** collaboration with other local authority teams and community services to provide holistic, joined-up support for families in need.
- **Legal Intervention:** where necessary, we uphold attendance legislation by issuing Penalty Notices and pursuing prosecutions in cases of persistent non-attendance.

The above provides challenge and support to schools to ensure optimum levels of attendance and support to vulnerable cohorts.

Exclusions

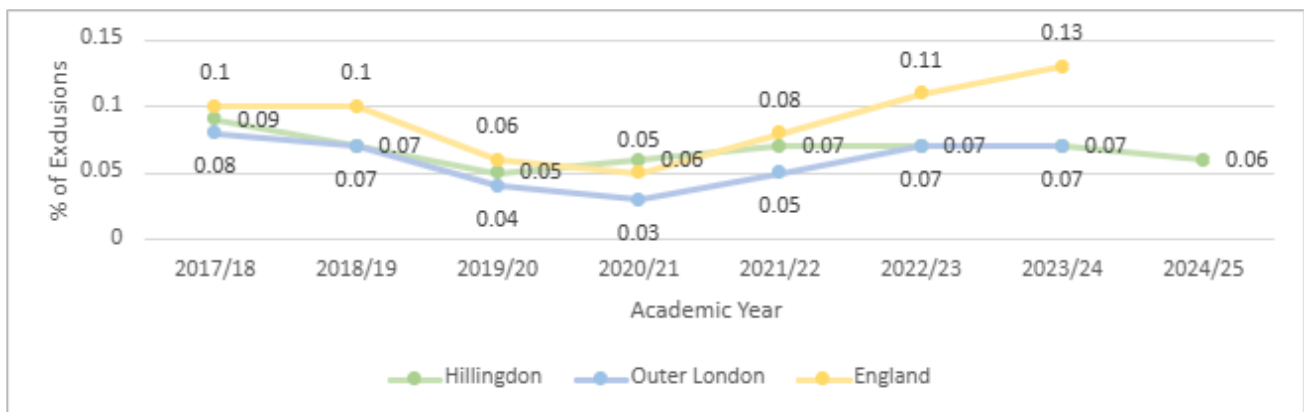
During academic year 2024/25, Hillingdon’s Exclusions and Reintegration team received a total of 44 permanent exclusions. 39 of these were issued by Hillingdon schools and four were from out of borough (OOB) schools but the child was resident in Hillingdon. Of the 44 permanent exclusions, 11 were either rescinded or retracted by the school, meaning Hillingdon recorded a total of 33 exclusions for this academic year.

The number of permanent exclusions issued this year has, therefore, decreased by 23% compared to the previous year and is the lowest rate ever recorded in Hillingdon, including during the year of the COVID-19 pandemic.



Source: Internal data

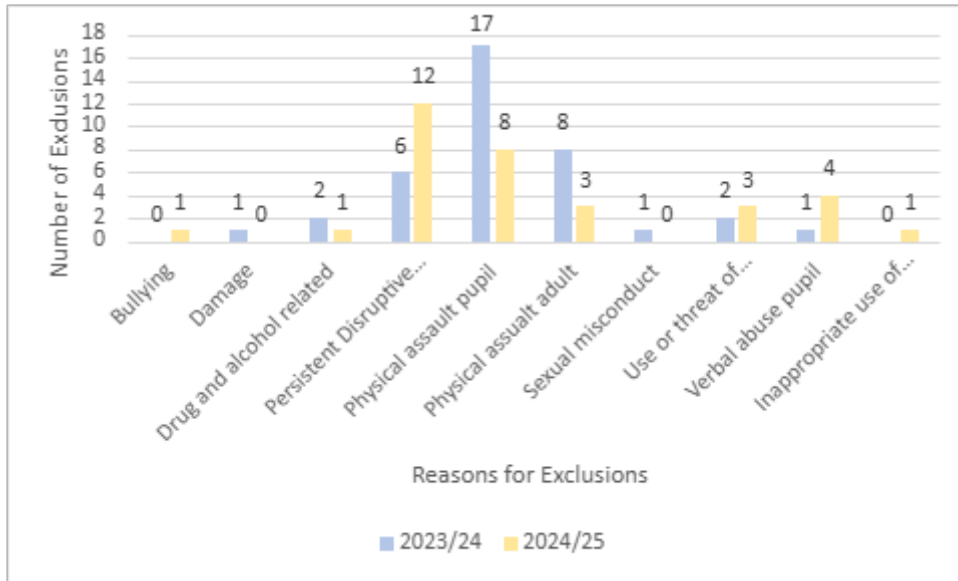
Whilst data for this academic year has not yet been published, the graph below shows how Hillingdon’s rate of permanent exclusion compares to other Outer London boroughs and England.



Source: DfE data: Permanent exclusions and suspensions in England. 2023/24

This data clearly highlights that whilst all other demographics have seen an increase in the number of permanent exclusions being issued, Hillingdon’s figure is decreasing and now significantly below the national rate.

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. This year’s data shows that for the first time in three years, Hillingdon’s most common reason for a permanent exclusion was persistent disruptive behaviour.

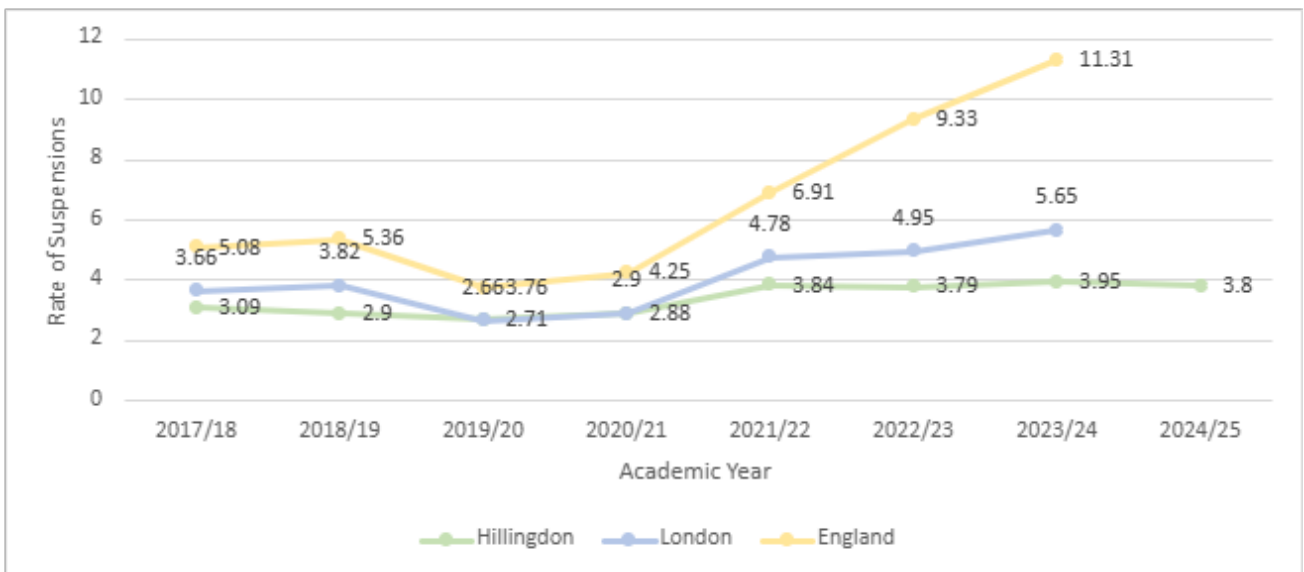


Source: Internal data

It is positive to see the rates of exclusion for physical assault falling for the first time in four years (by over 50%). Similarly, the rate of exclusions for drug or alcohol related offences has reduced by 86% since 2023 and there were no permanent exclusions for damage or sexual misconduct during this academic year.

In the same year, Hillingdon’s Exclusions and Reintegration team received a total of 1,977 notifications of suspensions. The number of suspensions issued this year has therefore decreased by 9% compared to the previous year which is testament to the hard work of the team and our schools to improve behaviour management strategies and provide targeted support for our most vulnerable children.

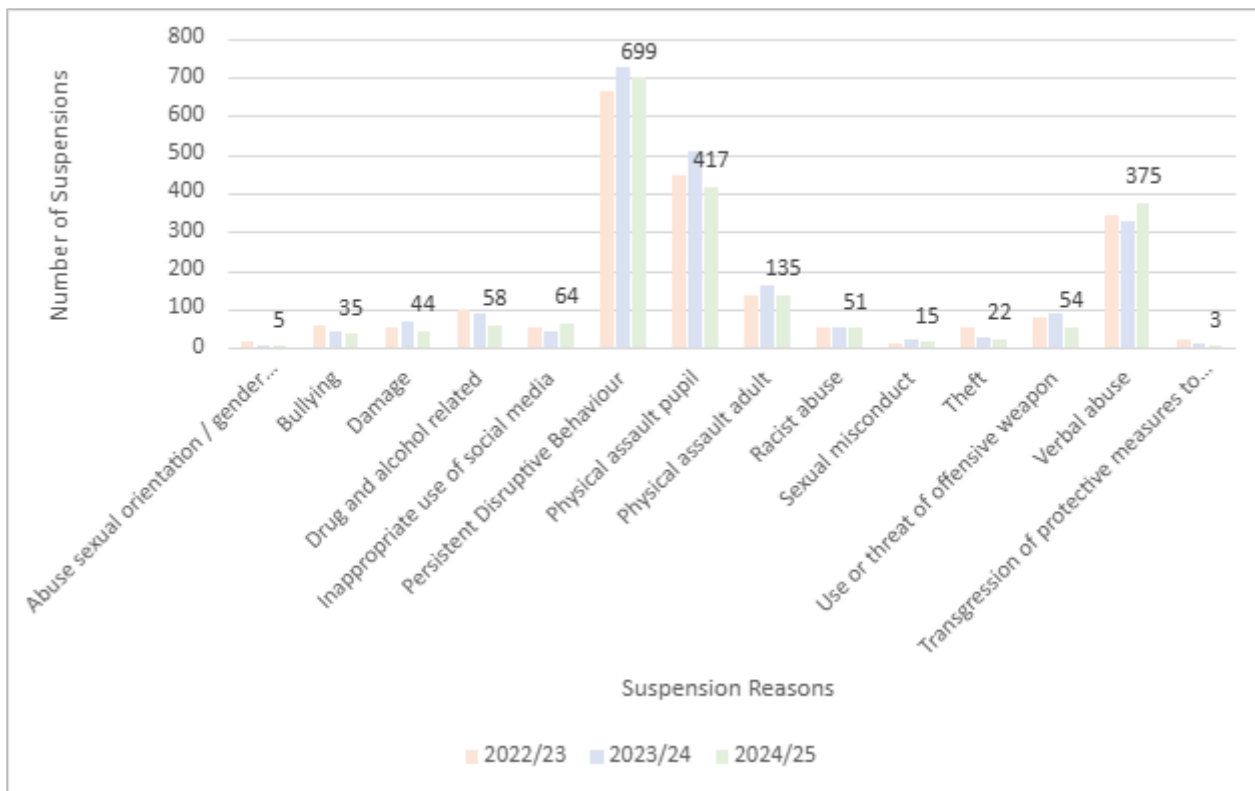
Whilst data for this year has not yet been published, the graph below shows how historically Hillingdon’s rate of suspensions compares to other London boroughs and England.



Source: DfE data: Permanent exclusions and suspensions in England. 2023/24

This data clearly highlights that whilst all other demographics have seen an increase in the number of suspensions being issued, Hillingdon’s figure has remained stable for a number of years.

The graph below shows the reasons provided by schools in Hillingdon for the suspensions issued during this academic year. As is the case nationally, the most common reason for a suspension in Hillingdon was Persistent Disruptive Behaviour, followed by Physical Assault against a Pupil and Verbal Abuse.



Source: Internal data

It is positive to see the rates of suspension in categories of bullying, drug and alcohol related offences and use or threat of use of an offensive weapon have almost halved since the last academic year. Whilst still one of the highest categories for suspensions, incidents of physical assault against a pupil have also decreased by 18% and those for Persistent Disruptive Behaviour by 4%.

Young People Not in Education, Employment or Training (NEET)

National data indicates a continued rise in the proportion of young people who are not in education, employment or training (NEET), particularly among those aged 18–24. In calendar year 2024, 13.6% of young people aged 16–24 in England were recorded as NEET, including 4.6% of 16–17-year-olds, representing an increase compared to the previous year. This increase has been driven primarily by reduced employment opportunities and rising economic inactivity, often linked to mental health and long-term health conditions.

Against this national trend, Hillingdon continues to demonstrate strong post-16 participation outcomes. Department for Education data for the 2024/25 academic year shows that 2.5% of Hillingdon’s 16–17-year-old cohort were recorded as Not in Education, Employment or Training (NEET), based on National Client Caseload Information System (NCCIS) management information. This indicates a low level of disengagement locally, supported by high overall participation in education and training across the borough. Nonetheless, evidence shows that specific groups—

including young people with SEND, care experience, mental health needs or low attainment—remain at higher risk of becoming NEET and continue to require targeted support.

Increasing Pathways for Young People into Education, Employment or Training (EET)

National participation data shows that over 95% of young people aged 16–17 in England remain in education or training, with the majority in full-time education. Participation in apprenticeships and work-based learning, while smaller in scale, is increasingly important for young people who do not follow academic pathways and for reducing the risk of disengagement.

In Hillingdon, sustaining a low NEET rate is underpinned by continued investment in a broad range of post-16 pathways. This includes strengthening vocational and technical provision, expanding apprenticeship and employment-linked opportunities, and ensuring flexible re-engagement routes are available for young people who are at risk of disengaging. Local evidence and national research both demonstrate that outcomes are strongest where pathways are clearly structured, supported by high-quality careers guidance, and aligned with local labour market demand.

Priorities for Young People to Access Education, Employment or Training

DfE guidance highlights that early identification of risk, robust tracking through NCCIS, and timely intervention are critical in preventing young people from becoming NEET. National analysis shows that around half of young people who become NEET remain disengaged after one year, reinforcing the importance of prevention and sustained participation rather than short-term re-engagement.

Hillingdon's priorities for supporting access to Education, Employment or Training (EET) therefore focus on:

- Early identification and prevention, using attendance, attainment and wellbeing indicators to identify risk ahead of key transition points
- Targeted support for vulnerable groups, including young people with SEND, care experience and mental health needs, who are over-represented in NEET statistics nationally
- High-quality careers guidance and transition planning, supporting informed decision-making at age 16 and beyond
- Sustained engagement and progression, maintaining Hillingdon's low NEET rate by supporting young people to remain in EET and move successfully into further study, training or employment

Together, these priorities aim to sustain and improve on Hillingdon's 2024/25 position, ensuring that all young people are supported to engage in meaningful education, employment or training and progress positively into adulthood.

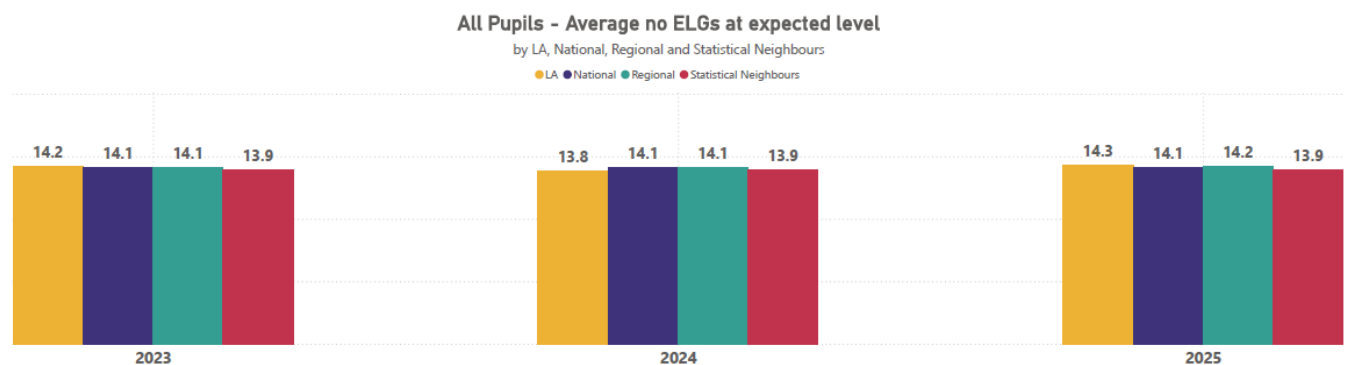
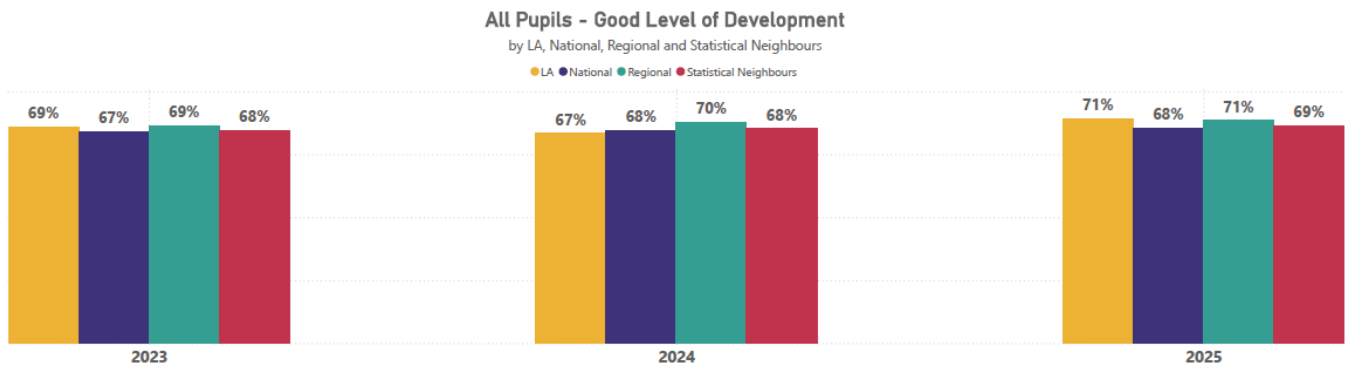
Progress against Priority Two

- The Universal Preparation for Adulthood strategy is being finalised to go out to consultation.
- Good progress is being made on reducing exclusions and attendance which ensures young people continue to make progress to adulthood, rather than dropping off the system.
- Health, careers and other key stakeholders have been involved in producing the strategy.
- We are planning to launch this with schools in summer 2026.

Priority 3: Education Outcomes

Early Years

- Good Level of Development can be defined as a child achieving the expected level of development by the end of their reception year.
- There are 17 Early Learning Goals (ELG) in Early Years. The second graphic shows the average number of ELGs reached at 'expected level'.



Good Level of Development Outcomes for Disadvantaged and SEND Children

Year	LA	National	Regional	Statistical Neighbours
2023				
01 Male	63.00%	60.60%	62.80%	60.50%
02 Female	74.40%	74.20%	75.70%	74.80%
03 Disadvantaged	54.90%	52.00%	58.30%	55.50%
04 Non-Disadvantaged	71.00%	69.90%	70.90%	69.20%
05 SEN EHCP	3.70%	3.80%	5.20%	4.90%
06 SEN Support & EHCP	21.80%	19.90%	21.50%	21.60%
07 SEN Support	24.50%	24.50%	26.40%	26.40%
08 SEN No Recorded Provision	75.90%	74.30%	77.10%	75.50%
2024				
01 Male	61.50%	60.70%	63.50%	61.60%
02 Female	72.20%	75.10%	76.80%	75.00%
03 Disadvantaged	52.90%	51.70%	58.30%	54.00%
04 Non-Disadvantaged	68.60%	70.60%	72.10%	70.30%
05 SEN EHCP	3.20%	3.90%	4.60%	3.70%
06 SEN Support & EHCP	25.10%	19.80%	22.40%	21.60%
07 SEN Support	29.60%	25.00%	28.80%	27.80%
08 SEN No Recorded Provision	74.70%	75.80%	79.20%	77.40%
2025				
01 Male	64.90%	61.60%	64.30%	62.80%
02 Female	78.10%	75.40%	77.30%	76.00%
03 Disadvantaged	58.40%	51.40%	58.90%	54.40%
04 Non-Disadvantaged	73.50%	71.50%	72.50%	71.70%
05 SEN EHCP	1.40%	3.90%	5.10%	4.80%
06 SEN Support & EHCP	28.30%	20.60%	23.80%	22.90%
07 SEN Support	33.30%	26.40%	30.70%	29.20%
08 SEN No Recorded Provision	79.60%	76.70%	80.00%	78.60%

Analysis & Priorities in Early Years

- This year's improvement in Good Level of Development (GLD) outcomes is very positive as Hillingdon is on a par with the rest of London and outperforming national and statistical neighbours.
- There has also been a positive improvement in outcomes for disadvantaged pupils, and pupils with SEND.
- The number of Early Learning Goals achieved is higher than all comparators.
- We are prioritising Early Years for the next four years as part of our education strategy. This is being delivered through the government's Best Start in Life initiative and the Achievement for All Young People programme (AfA), which focuses on disadvantaged, SEND and other vulnerable pupils. We are one of only three Local Authorities working with the Education Endowment Foundation (EEF) on a fully funded initiative to develop better speech, language and communication outcomes for our children as the bedrock for their later learning. A pilot with 21 schools and early years settings is taking place in 2025-27. This is part of a wide focus on improving speech, language and communication in young people across all phases of education.

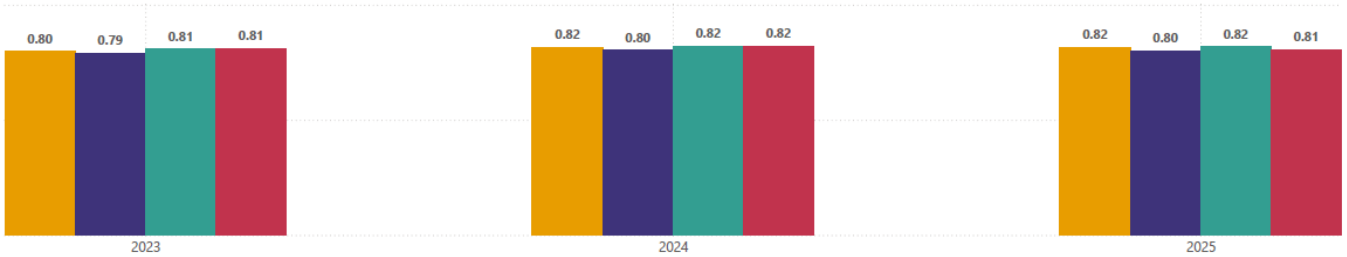
- We are also working closely with our Private, Voluntary and Independent nurseries to improve the quality of provision to support our aims to improve GLD outcomes.
- We are also extending the wrap around care offer for settings to extend the school day and expand nursery provision to younger children.

Phonics Development

All Pupils - Expected Standard (Year 1) - Phonics

by LA, National, Regional and Statistical Neighbours

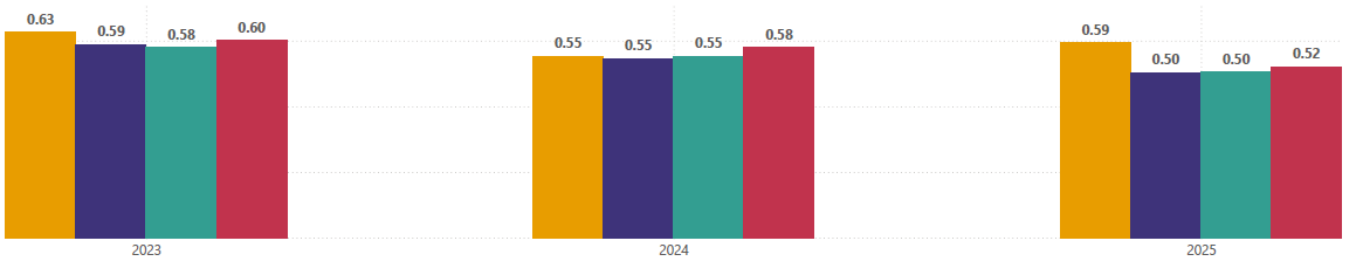
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Expected Standard (Year 2) - Phonics

by LA, National, Regional and Statistical Neighbours

● LA ● National ● Regional ● Statistical Neighbour



Analysis & Priorities for Phonics

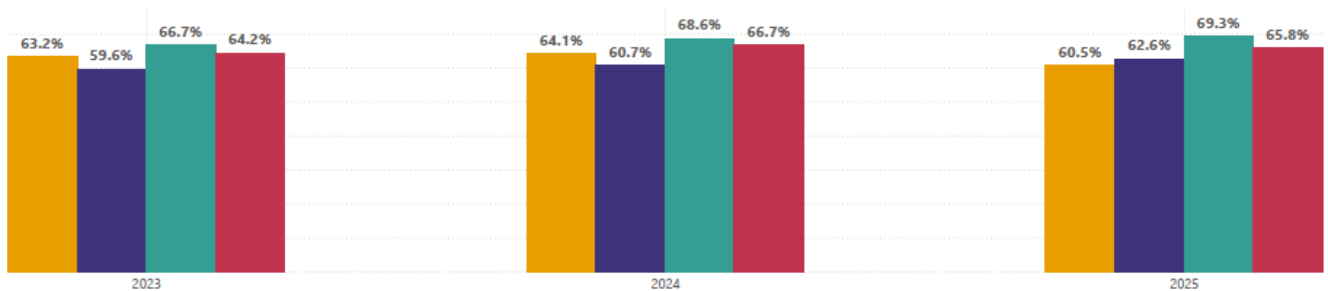
- Phonics outcomes continue to be strong against all comparators.
- We hope to see these outcomes increase even more over the next few years as we continue to focus on developing the quality and capacity of the school workforce to ensure all children achieve their phonics goals.

Key Stage 2

All Pupils - RWM Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

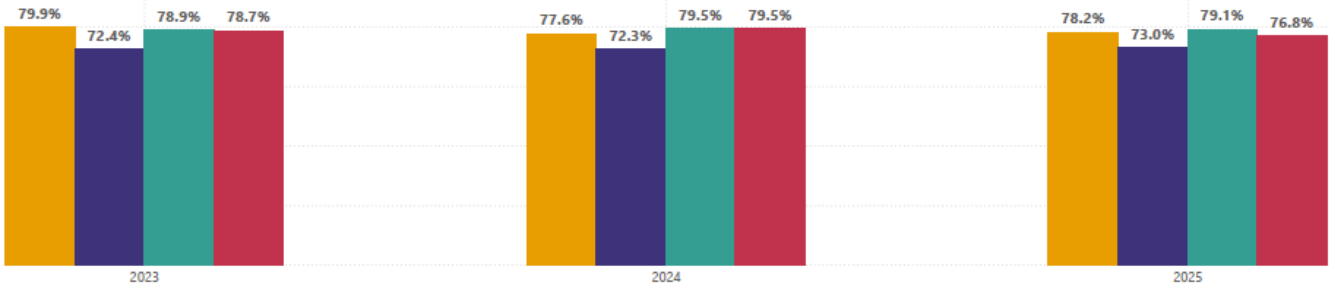
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - GPS Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

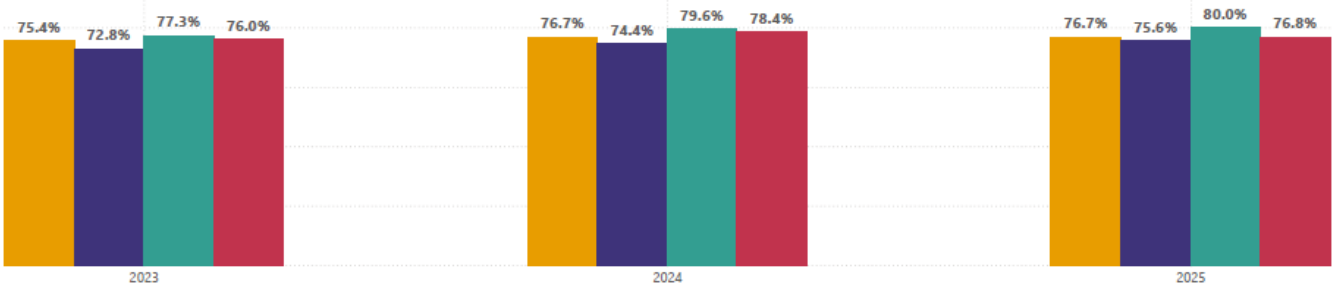
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Reading Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

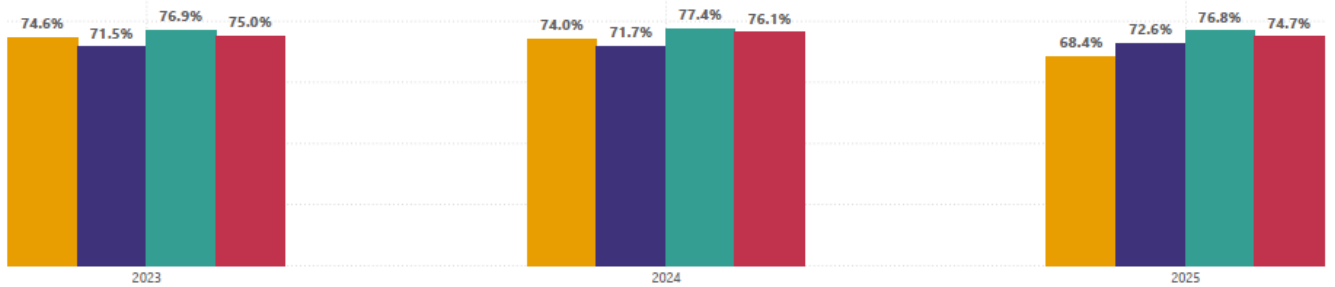
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Writing Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

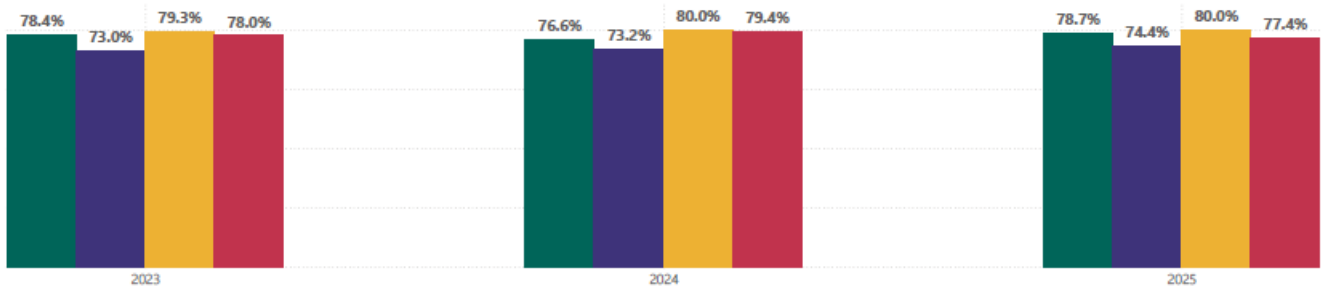
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - Maths Expected Standard - Key Stage 2

by LA, National, Regional and Statistical Neighbours

● LA ● National ● Regional ● Statistical Neighbour



Reading, Writing, Maths Expected Standard Outcomes for Disadvantaged & SEND

Year	LA	National	Regional	Statistical Neighbour
2023				
01 Male	60.30%	56.30%	63.30%	60.40%
02 Female	66.30%	63.00%	70.30%	68.00%
03 Disadvantaged	47.30%	44.00%	54.50%	49.00%
04 Non-Disadvantaged	69.20%	66.30%	72.90%	70.20%
05 SEN EHCP	9.60%	8.40%	10.80%	8.50%
06 SEN Support & EHCP	22.40%	20.10%	27.60%	22.20%
07 SEN Support	26.70%	23.60%	33.80%	26.70%
08 SEN No Recorded Provision	73.00%	69.90%	76.60%	74.60%
2024				
01 Male	61.10%	57.10%	64.80%	62.60%
02 Female	67.30%	64.40%	72.60%	70.90%
03 Disadvantaged	45.90%	45.50%	56.70%	52.00%
04 Non-Disadvantaged	71.00%	67.40%	74.60%	72.60%
05 SEN EHCP	11.30%	8.80%	12.70%	10.00%
06 SEN Support & EHCP	25.80%	21.50%	30.40%	25.40%
07 SEN Support	31.60%	25.60%	37.40%	30.90%
08 SEN No Recorded Provision	74.40%	71.60%	78.80%	77.20%
2025				
01 Male	57.50%	59.50%	65.80%	62.30%
02 Female	63.70%	65.90%	73.00%	69.50%
03 Disadvantaged	47.00%	47.80%	58.50%	52.90%
04 Non-Disadvantaged	65.40%	69.40%	74.80%	71.80%
05 SEN EHCP	11.50%	9.40%	12.10%	9.20%
06 SEN Support & EHCP	24.80%	23.90%	32.10%	27.20%
07 SEN Support	30.00%	28.80%	40.50%	33.80%
08 SEN No Recorded Provision	70.60%	74.00%	80.00%	76.30%

Analysis & Priorities for Key Stage 2

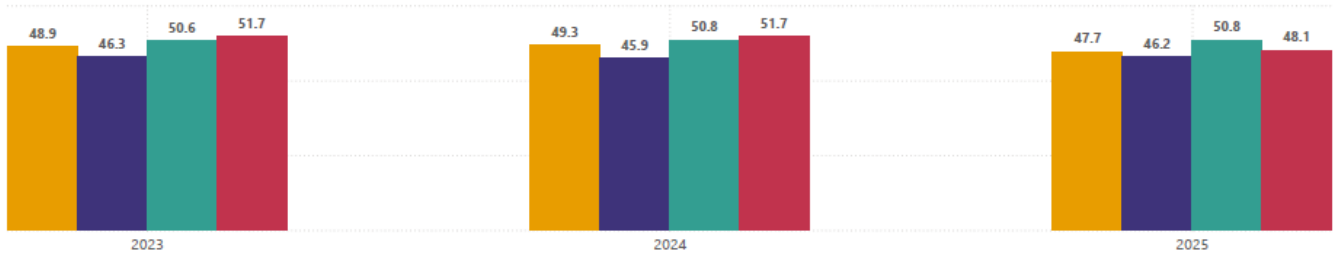
- The number of children achieving expected standards in reading, writing & maths combined still lags behind national, regional and statistical neighbour benchmarks.
- When each area is broken down, outcomes for reading, maths and grammar, punctuation and spelling are robust compared to comparators.
- Writing is an area for development.
- The outcomes of disadvantaged, SEND and other vulnerable pupils has not changed significantly from previous years. The impact of the AfA programme targeting these groups has yet to be felt in the outcomes.
- To improve outcomes, a broad package of development modules have been offered to schools for 2025-26 as part of the AfA offer. These cover writing, oracy and communication as the underpinning themes. We will be tracking the implementation and impact of these initiatives in schools.

Key Stage 4

All Pupils - Attainment 8 - Key Stage 4

by LA, National, Regional and Statistical Neighbour

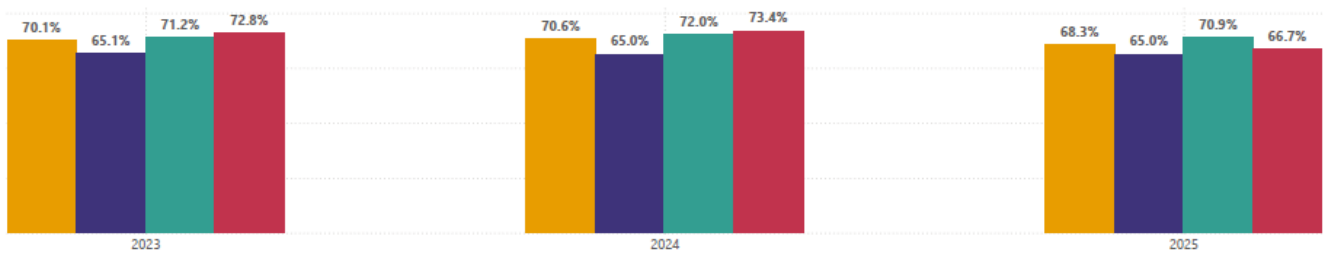
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - English & Maths 4+ - Key Stage 4

by LA, National, Regional and Statistical Neighbours

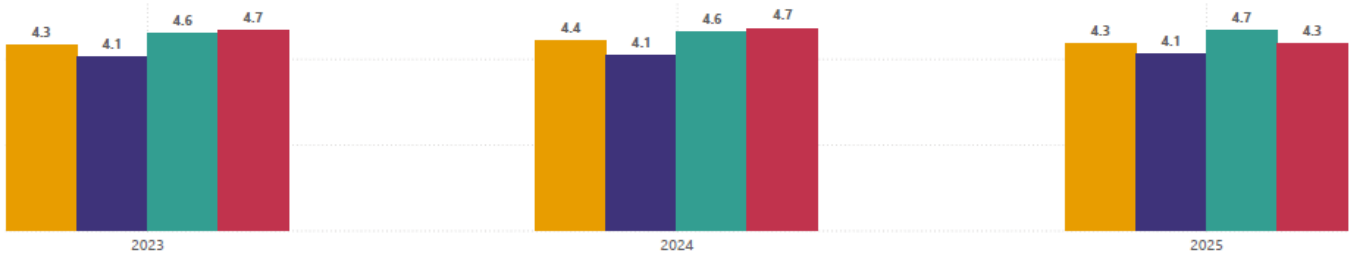
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - EBacc APS - Key Stage 4

by LA, National, Regional and Statistical Neighbours

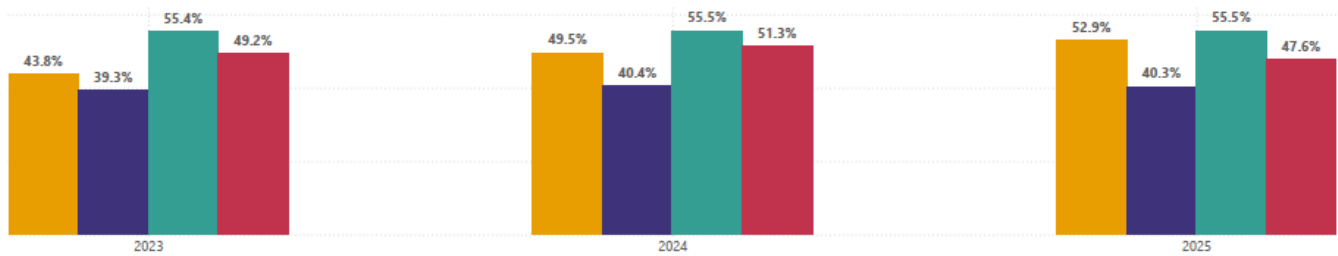
● LA ● National ● Regional ● Statistical Neighbour



All Pupils - EBacc Entered - Key Stage 4

by LA, National, Regional and Statistical Neighbours

● LA ● National ● Regional ● Statistical Neighbour



Attainment 8 Outcomes for Disadvantaged & SEND Children

Year	LA	National	Regional	Statistical Neighbour
2023				
01 Male	47.50	44.00	48.40	50.00
02 Female	50.30	48.60	52.90	53.60
03 Disadvantaged	39.50	35.00	41.90	41.00
04 Non-Disadvantaged	52.40	50.30	54.60	55.30
05 SEN EHCP	14.00	14.00	16.40	16.00
06 SEN Support & EHCP	27.90	28.10	31.80	31.10
07 SEN Support	34.30	33.30	38.10	37.40
08 SEN No Recorded Provision	52.40	50.00	54.50	55.50
2024				
01 Male	47.20	43.70	48.60	49.60
02 Female	51.50	48.20	53.00	53.90
03 Disadvantaged	39.90	34.60	42.00	40.70
04 Non-Disadvantaged	53.00	50.00	54.90	55.50
05 SEN EHCP	17.20	14.20	17.40	16.80
06 SEN Support & EHCP	28.70	27.80	32.20	32.20
07 SEN Support	33.70	33.10	38.40	37.70
08 SEN No Recorded Provision	52.90	49.80	54.70	55.60
2025				
01 Male	45.10	44.30	48.90	45.70
02 Female	50.40	48.20	52.80	50.60
03 Disadvantaged	37.20	34.70	41.60	38.40
04 Non-Disadvantaged	51.80	50.50	55.10	52.30
05 SEN EHCP	13.20	14.80	17.70	14.90
06 SEN Support & EHCP	28.50	28.20	32.40	29.40
07 SEN Support	35.70	33.70	38.70	35.00
08 SEN No Recorded Provision	51.20	50.40	54.90	52.20

Analysis & Priorities for Key Stage 4

- Outcomes at KS4 are generally robust across the benchmark measures. Hillingdon compares well against national and statistical neighbour outcomes. However, regional outcomes are better.
- A key factor in this is that our outcomes for disadvantaged, SEND and other vulnerable groups has not markedly improved. This is the key area we need to focus on.
- Outcomes by subject can be found at the end of this report in the appendix.
- The AfA programme is offered to help address this moving forward to encourage schools to share best practice.
- In addition, the impact of attendance/ absence is key because there is a big disparity in outcomes between those with attendance 90% plus and those below. Therefore, we must continue to work hard on promoting better attendance amongst our residents.

Key Stage 5

- Outcomes are expressed as an overall grade (C+, B-).
- A Level outcomes by subject can be found at the end of this report in the appendix.

Average Result by Exam Type

Indicator	Category	2020/21	2021/22	2022/23	2023/24	2024/25
☐ APS per 'Best 3' entries (grade)	Hillingdon	B	B-	C+	C+	C+
☐ Average A level result	Hillingdon	B	B-	C	C	C+
☐ Average academic result	Hillingdon	B	B-	C+	C	C+
☐ Average applied general result	Hillingdon	Dist-	Merit+	Merit+	Merit	Merit
☐ Average tech level result	Hillingdon	Dist	Merit+	Merit+	Merit+	Merit+
☐ Average technical certificate result	Hillingdon	L2Pass	L2Merit	L2Merit	L2Pass+	L2Pass+

Average Result by Exam Type

Indicator	Category	2020/21	2021/22	2022/23	2023/24	2024/25
☐ APS per 'Best 3' entries (grade)	National	B+	B	B-	B-	B-
☐ Average A level result	National	B+	B	B-	B-	B-
☐ Average academic result	National	B+	B	B-	B-	B-
☐ Average applied general result	National	Dist	Dist	Dist-	Dist-	Dist-
☐ Average tech level result	National	Dist	Dist	Dist-	Dist-	Dist
☐ Average technical certificate result	National	L2Pass-	L2Merit+	L2Pass+	L2Pass+	L2Pass+

Average Result by Exam Type

Indicator	Category	2020/21	2021/22	2022/23	2023/24	2024/25
☐ APS per 'Best 3' entries (grade)	Regional	B	B	B-	B-	B-
☐ Average A level result	Regional	B	B	C+	B-	B-
☐ Average academic result	Regional	B	B	B-	B-	B-
☐ Average applied general result	Regional	Dist-	Dist-	Merit+	Merit+	Merit+
☐ Average tech level result	Regional	Dist-	Merit+	Merit+	Merit+	Merit+
☐ Average technical certificate result	Regional	L2Pass	L2Pass+	L2Pass+	L2Pass+	L2Pass

Analysis & Priorities for Key Stage 5

- Hillingdon's overall academic grade for A Levels has stayed at C-, slightly behind national and regional outcomes.
- Hillingdon's vocational outcomes are in line or slightly behind national and regional outcomes.
- Destination data is not available currently.
- Our priority is to focus on pedagogy and practice at Key Stage 5, particularly developing independent study skills and academic literacy.

Progress against priority 3 is included in the analysis and priorities sections above.

Music Service

The Hillingdon Music Service (HMS) receives grant funding from the Arts Council (ACE) to meet the objectives set out in the National Plan for Music. This looks at the participation and engagement of schools with HMS and support within the curriculum. It also looks at the engagement of a broader range of young people in music related orchestras, ensembles and tuition. Overall, 93.9% of schools engaged with HMS across the academic year.

Engagement Summary: Hillingdon Music Service

LLP4		ACE A1 - School Engagement	ACE A2 - Curriculum Support	ACE A3 - CPD	ACE A4 - School Music Development Plan Support	ACE A5 - Model Music Curriculum Support	ACE Element A1a - Lessons	ACE Element A1b - Ensembles	ACE Element A1c - Classroom Instrumental Learning (CIL)	ACE Element A1d - Performing or creative opportunities or projects	ACE Element A1e - Access to instruments, equipment or venues	ACE Element A1f - Expert Music Leadership
Headline totals	ACE core schools engaged	93	55	52	13	6	62	36	27	49	61	0
	ACE schools not engaged	6	44	47	86	93	37	63	72	50	38	99
	Percentage of ACE core schools engaged	93.9%	55.6%	52.5%	13.1%	6.1%	62.6%	36.4%	27.3%	49.5%	61.6%	0.0%
Engagement by school type	Mainstream Primary	68	45	43	10	0	46	22	25	30	45	0
	Mainstream Secondary	19	7	6	2	0	17	15	1	16	16	0
	FE / Sixth Form colleges	1	7	6	2	0	17	15	1	17	16	0
	Special	6	4	4	1	0	0	0	2	3	1	0
	AP	0	0	0	0	0	0	0	0	0	0	0
%age engagement by type	Mainstream Primary	100.0%	66.2%	63.2%	14.7%	0.0%	67.6%	32.4%	36.8%	44.1%	66.2%	0.0%
	Mainstream Secondary	86.4%	31.8%	27.3%	9.1%	0.0%	77.3%	68.2%	4.5%	72.7%	72.7%	0.0%
	FE / Sixth Form colleges	100.0%	700.0%	600.0%	200.0%	0.0%	1700.0%	1500.0%	100.0%	1700.0%	1600.0%	0.0%

	Special	75.0%	50.0%	50.0%	12.5%	0.0%	0.0%	0.0%	25.0%	37.5%	12.5%	0.0%
	AP	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total ACE Core schools in area	Total ACE core schools	99	99	99	99	99	99	99	99	99	99	99
	Mainstream Primary*	68	68	68	68	68	68	68	68	68	68	68
	Mainstream Secondary*	22	22	22	22	22	22	22	22	22	22	22
	FE / Sixth Form colleges	1	1	1	1	1	1	1	1	1	1	1
	Special	8	8	8	8	8	8	8	8	8	8	8
	AP	1	1	1	1	1	1	1	1	1	1	1

Learn Hillingdon Adult Community Education

Learn Hillingdon Adult Community Education provides adult residents aged 19+ with courses that lead to qualifications, e.g. to become Teaching Assistants, and courses that do not lead to qualifications, e.g. supporting adults with mental health issues.

Total number of grant-funded learners/enrolments	1517 learners	5521 enrolments
---	---------------	-----------------

Learners' Residency (by enrolment)	2021-22	2022-23	2023-24	2024-25
Hillingdon resident	3275 90%	3117 91%	4065 91%	5007 91%
London resident, (outside LB Hillingdon)	291 8%	230 7%	337 8%	373 7%
Out of London resident	73 2%	70 2%	49 1%	141 2%
Total enrolments	3639	3417	4451	5521

- 70% of learners who are Hillingdon residents live in the most deprived areas in the south of the borough.
- Learners from the south are most likely to study English for Speakers of Other Languages, Childcare and Digital Skills.
- 80% are women.
- Over 99% of learners are fully funded, meaning they pay no costs towards their courses.

The impact of learning on learners is very good. Although learner numbers remain largely stable, enrolment numbers significantly increased this year (up by over 1000). This is because some learners also enrol in English, maths, or digital skills courses due to underpinning, focused English, maths and/or digital skills interventions introduced for learners undertaking qualification courses.

Service overall	Learners	Enrolments	Retention	Pass *	Achievement**
2024-25	1518	5521	94.9%	97.2%	92.3%
2023-24	1526	4451	93.7%	97.1%	91.0%

2022-23	1505	3417	94.7%	96.0%	91.0%
---------	------	------	-------	-------	-------

Ofsted inspected Learn Hillingdon this year and awarded a Grade 2 (Good) inspection result. The report included the following comments:

- 'Leaders and managers make sure that the curriculum offer meets local needs effectively.'
- 'Courses that promote good mental health and wellbeing have a strong social impact such as reducing feelings of isolation; ESOL courses help learners in their everyday lives, for example, to communicate with teachers' at their child's school or their doctor.'

Appendix: KS4 & 5 Outcomes by Subject

Hillingdon

2025 KS4 VA

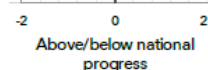
Subjects

LA KS4 subject performance 2025

		Pupils	Actual results			Pupil progress			High-to-low chart
			Avg Point Score	% Grade 4+	% Grade 7+	Avg Point Score	% Grade 4+	% Grade 7+	
English and maths	English Language GCSE	3603	4.8 ↕	73% ↕	19% ↓	+0.05	+0%	+1%	<p>Pupil progress in Avg Point Score visually from high to low</p>
	English Literature GCSE	3543	5.0 ↕	77% ↕	23% ↕	+0.15 ↕	+1%	+4%	
	Mathematics GCSE	3607	4.9 ↕	75% ↕	25% ↕	+0.24 ↕	+2%	+6%	
	Maths (Statistics) GCSE	36	5.3	83%	22%	+0.79 ↕	+13%	+8%	
Ebacc Subjects	Arabic GCSE	41	7.3	93%	73%	+0.77	+13%	+5%	
	Bengali GCSE	4	8.0	100%	100%	+1.95	+8%	+31%	
	Biology GCSE	726	6.2 ↕	93% ↕	46%	+0.25 ↕	+3%	+6%	
	Chemistry GCSE	715	6.5 ↕	93% ↓	52% ↕	+0.51 ↕	+3%	+14%	
	Chinese GCSE	18	8.7 ↕	100%	100%	+0.88	+9%	+29%	
	Com.Stds/Comp uting GCSE	757	4.1 ↕	54% ↕	22% ↕	-0.57 ↕	-13%	-2%	
	French GCSE	982	4.8 ↕	68% ↕	25%	+0.06	-3%	+3%	
	Geography GCSE	1710	4.6	66% ↕	20% ↕	-0.01	-1%	+0%	
	German GCSE	111	5.3	82%	29%	+0.66 ↕	+9%	+17%	
	History GCSE	1537	4.6 ↓	64% ↓	25% ↓	+0.13	+2%	+2%	
	Italian GCSE	22	7.8 ↕	95%	86%	-0.14	-7%	+19%	
	Japanese GCSE	2	4.5	50%	50%	-	-	-	
	Modern Greek GCSE	5	4.8	60%	40%	-2.21	-44%	-22%	
	Persian GCSE	10	6.8	90%	70%	+0.79	+7%	+28%	
	Physics GCSE	714	6.4 ↕	93% ↕	52% ↕	+0.35 ↕	+3%	+11%	
	Polish GCSE	47	7.6	91%	85%	-0.75 ↕	-9%	-10%	
	Portuguese GCSE	17	6.1	88%	47%	+0.10	+3%	+7%	
	Punjabi GCSE	128	5.6	83%	38% ↕	-1.25 ↕	-10%	-27%	
	Russian GCSE	10	8.0	90%	90%	+2.11	+13%	+43%	
	Science Double Awd GCSE	2855	4.5 ↕	68% ↕	15% ↕	+0.34 ↕	+4%	+7%	
Spanish GCSE	979	4.8	68%	26%	-0.31 ↕	-8%	-1%		
Turkish GCSE	13	8.4	100%	92%	+0.48	+3%	+9%		
Urdu GCSE	16	5.9	81%	50%	+1.65	+11%	+48%		
Other High Value Subjects	Additional Math FSM Non-GCSE	15	4.4	67%	33%	+0.20	-2%	+4%	
	Applied Info Tech Non-GCSE	267	3.4 ↕	51% ↕	7% ↕	-0.85 ↕	-20%	-3%	
	Art & Design (Photo) GCSE	182	4.7	68% ↕	20%	-1.33 ↕	-31%	-14%	
	Art & Design GCSE	421	4.8 ↓	74%	22%	-0.56 ↕	-10%	-2%	
	Art & Design Non-GCSE	50	2.9 ↕	38% ↕	10%	+0.46	+8%	+7%	
	Building Non-GCSE	51	3.5	49%	6%	-0.54 ↕	-6%	-9%	
	Business Studies: Single GCSE	1060	4.5 ↓	64%	15% ↕	+0.18 ↕	+3%	+1%	
	English Literature GCSE (1515)								

FFT Aspire 2025: Hillingdon, DfE No. 312. Produced 30/12/2025

	Pupils	Actual results			Pupil progress		
		Avg Point Score	% Grade 4+	% Grade 7+	Avg Point Score	% Grade 4+	% Grade 7+
Business Studies:Single Non-GCSE	80	3.9	64%	14%	-	-	-
Catering Studies Non-GCSE	186	4.1	61%	15%	-0.35	-9%	-4%
Childcare Skills Non-GCSE	81	4.0	57%	17%	+1.05	+17%	+15%
Citizenship GCSE	529	4.7	70%	20%	+0.90	+13%	+14%
Classical Civilisation GCSE	51	3.6	45%	12%	-0.63	-14%	-5%
D&T Food Technology GCSE	203	4.6	65%	19%	-0.22	-7%	-1%
D&T GCSE	381	4.1	57%	14%	-0.56	-11%	-6%
Dance GCSE	28	4.6	75%	18%	+0.09	+3%	+2%
Dance Non-GCSE	5	3.6	40%	0%	-	-	-
Drama GCSE	137	4.7	72%	15%	+0.03	+0%	+3%
Drama Non-GCSE	58	4.2	72%	12%	-1.12	-8%	-18%
Economics GCSE	159	4.9	79%	16%	+0.18	+10%	-2%
Engineering Studies Non-GCSE	136	4.1	56%	18%	-0.34	-16%	+6%
Health & Social Care Non-GCSE	149	4.8	75%	24%	+0.67	+13%	+7%
Home Economics: Food Non-GCSE	18	4.8	89%	6%	-	-	-
Law GCSE	17	0.4	12%	0%	-	-	-
Media/Film/Tv Studies GCSE	257	5.1	73%	26%	-0.17	-6%	-5%
Multimedia Non-GCSE	172	3.5	45%	10%	-0.62	-4%	-6%
Music GCSE	172	4.8	66%	24%	-0.55	-14%	-8%
Music Non-GCSE	32	4.3	63%	19%	+1.97	+10%	+43%
Music Technology Non-GCSE	14	3.6	57%	7%	-1.23	-15%	-22%
Physical Education/Sport Studies GCSE	359	4.9	72%	21%	+0.13	-5%	+8%
Physical Education/Sport Studies Non-GCSE	192	3.9	63%	7%	-0.40	+2%	-12%
Psychology GCSE	226	4.5	60%	23%	-0.02	-0%	+1%
Religious Studies GCSE	1767	4.9	69%	26%	+0.07	+1%	+1%
Retailing Non-GCSE	9	2.4	11%	0%	-	-	-
Science: Astronomy GCSE	14	4.8	79%	21%	-	-	-
Sociology GCSE	440	5.0	73%	24%	+0.32	+7%	+7%
Sports Science Non-GCSE	85	5.5	81%	44%	-0.17	+1%	-5%
Travel & Tourism Non-GCSE	53	3.0	38%	6%	-0.32	+0%	-8%
GCSE (1532)							
Drama GCSE (50)							
Geography GCSE (658)							
Psychology GCSE (109)							
Italian GCSE (6)							
Media/Film/Tv Studies GCSE (56)							
Sports Science Non-GCSE (31)							
D&T Food Technology GCSE (120)							
Spanish GCSE (496)							
Travel & Tourism Non-GCSE (28)							
Engineering Studies Non-GCSE (63)							
Catering Studies Non-GCSE (115)							
Physical Education/S...							
Building Non-GCSE (41)							
Music GCSE (67)							
D&T GCSE (224)							
Art & Design GCSE (196)							
Com.Stds/Computing GCSE (405)							
Multimedia Non-GCSE (120)							
Classical Civilisation GCSE (47)							
Polish GCSE (23)							
Applied Info Tech Non-GCSE (43)							
Drama Non-GCSE (16)							
Music Technology Non-GCSE (11)							
Punjabi GCSE (98)							
Art & Design (Photo) GCSE (77)							



Subjects

LA KS5 subject performance 2024

			Actual results		Pupil progress		High-to-low chart	
Pupils			Average Point Score	% A*-C	Average Point Score	% A*-C	Pupil progress in Average Point Score visually from high to low	
A Level Subjects	Accounting/Finance	25	29	64%	+0.5	+5%		
	Arabic	2	50	100%	-1.7	+2%		
	Art & Des(3D Stds)	9	41	89%	+3.5	+4%		
	Art & Des(Graphics)	13	42	85%	+0.6	-8%		
	Art & Des(Photo.)	47	34	74%	-0.7	-5%		
	Art & Des(Textiles)	2	45	100%	+3.7	+8%		
	Art & Design	23	34	83%	-0.1	+9%		
	Art&Des : Fine Art	59	42	92%	+2.2	+3%		
	Biology	343	30	62%	-1.7	-3%		
	Bus. Stude:Single	373	29	66%	-1.8	-3%		
	Chemistry	321	33	68%	+0.4	-0%		
	Chinese	1	20	0%	-20.5	-86%		
	Class.Civilisation	11	39	91%	+2.0	+2%		
	Com.Stds/Computing	169	30	63%	-0.5	+2%		
	D&T Product Design	53	31	66%	+2.0	+5%		
	Dance	4	50	100%	+11.8	+15%		
	Drama & Theat.Stds	20	37	85%	+1.5	-1%		
	Economics	324	32	68%	-1.9	-7%		
	English	35	36	91%	+1.8	+15%		
	English Language	15	27	73%	-3.0	+6%		
	English Literature	253	33	77%	-0.5	+1%		
	Film Studies	39	31	79%	-1.6	-0%		
	French	7	43	100%	+8.9	+25%		
	Geography	125	34	73%	+0.8	-3%		
	German	1	20	0%	-3.3	-42%		
	Govt & Politics	141	30	65%	-0.1	+0%		
	History	234	33	76%	+0.5	+4%		
	Italian	10	41	90%	-3.9	-0%		
	Law	127	28	60%	-0.9	+1%		
	Logic / Philosophy	9	22	56%	+0.5	+15%		
	Mathematics	679	34	71%	-0.4	+1%		
	Maths (Further)	91	42	89%	-1.5	+0%		
	Media/Film/TV Stds	142	31	70%	-0.5	-4%		
	Modern Greek	1	40	100%	-6.3	+7%		
	Music	8	33	63%	-1.8	-16%		
	Music Technology	17	13	12%	-13.9	-47%		
	Persian	2	40	100%	-3.2	+10%		
	Physics	272	28	54%	-3.2	-9%		
	Polish	5	38	80%	-5.9	+5%		
	Portuguese	1	10	0%	-28.1	-84%		
	Psychology	592	30	67%	-0.3	+0%		
	Punjabi	9	50	89%	+2.9	-4%		
	Religious Studies	94	29	64%	-0.3	-1%		
	Russian	1	50	100%	+5.0	+8%		

			Actual results		Pupil progress	
Pupils			Average Point Score	% A*-C	Average Point Score	% A*-C
	Sociology	398	34	76%	+1.7	+4%
	Spanish	15	37	80%	+1.6	+1%
	Sport/P.E. Studies	55	28	60%	-1.4	-3%
	Turkish	1	40	100%	-0.2	+14%
	Urdu	1	60	100%	+10.4	+4%

Music Technology (15)	
Average Point Score	-13.9
% A*-C	-47%

End of Report